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The Master of Accountancy Program provides students with advanced skills in accounting in areas of high
demand such as fraud/forensic accounting, systems, and auditing. The program also provides students the
opportunity to pursue a graduate degree while fulfilling the additional hours needed to sit for the C.P.A. exam.

The program consists of 11 courses. The core provides students with advanced courses that provide
competencies that are highly valued by the profession. The set of electives allow students to pursue individual
paths based on each student's prior coursework and career aspirations. Students can choose to pursue a
concentration in Forensic Accounting and/or Internal Auditing. In addition, students can take courses that
prepare them to succeed on the C.P.A. examination.

Only students with an undergraduate degree in business with a major in accounting, or business with at least 24
semester hours in accounting coursework and director approval, are eligible for admission to this program.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A
prospective graduate student is expected to present a superior overall previous academic record and an above
average total GMAT score (or GRE score where appropriate) including high achievement on the verbal,
quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than
five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the
Admissions Committee. All applicants are required to submit two professional letters of recommendation as well
as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the
graduate school office for an informal appointment. Interviews are not required as part of the admissions
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for
the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application
has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited
enrollments, but for the other graduate business programs there currently is no predetermined limit to the
number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the
Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from
the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and
applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628.
The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date
of application is not considered valid for admission purposes and would have to be retaken. An exception may
be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited
institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation
program. Applicants to the Master of Science in Human Resources Management and the Master of Science in
Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As
with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):
Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:
Educational Credential Evaluators, Inc.  
Educational Perspectives  
One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

To complete the Master of Accountancy degree, 11 courses are required. Students may not take graduate courses in subjects already completed as part of their undergraduate degree. Please consult with an academic advisor for clarification.

Students must complete the following five required courses:

- ACC 535 ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)
- ACC 536 INTERNAL AUDITING & CORPORATE GOVERNANCE
- ACC 798 SPECIAL TOPICS: Detecting and Investigating Financial Fraud
- MGT 798 SPECIAL TOPICS: Project Management and Leadership
- ACC 640 ACCOUNTING THEORY AND POLICY FORMULATION (5 Qtr. Hours)

Students must complete six electives from among the following:

- ACC 645 FORENSIC AND INVESTIGATIVE ACCOUNTING
- ACC 798 SPECIAL TOPICS: Advanced Topics in Forensic Accounting
- ACC 798 SPECIAL TOPICS: IT Auditing
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 502 ADVANCED MANAGEMENT ACCOUNTING
- ACC 599 GRADUATE SEMINAR IN MANAGEMENT ACCOUNTING
- ACC 552 LEGAL AND ETHICAL ENVIRONMENT OF ACCOUNTING PRACTICE
- ACC 558 TAX RESEARCH
- ACC 580 ACCOUNTING FOR INCOME TAXES
- ACC 545 ADVANCED TOPICS IN ACCOUNTING THEORY
- ACC 548 TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS
- ACC 550 ADVANCED TOPICS IN AUDITING (CROSS-LISTED AS ACC 620)
- ACC 551 TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
- ACC 798 SPECIAL TOPICS (with approval)

Concentrations

Two optional concentrations are available to students in this program by taking these combinations of electives from the above list.

Forensic Accounting

- ACC 798 SPECIAL TOPICS: Detecting and Investigating Financial Fraud
- ACC 645 FORENSIC AND INVESTIGATIVE ACCOUNTING
- ACC 798 SPECIAL TOPICS: Advanced Topics in Forensic Accounting
Internal Auditing

- ACC 536 INTERNAL AUDITING & CORPORATE GOVERNANCE
- ACC 798 SPECIAL TOPICS: IT AUDITING
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING

A minimum of 45 graduate quarter hours are required for the M.Acc. degree. The minimum course requirements for the M.Acc. degree include the satisfactory completion of 11 classes, including the six required courses, or approved substitutes, plus five courses from an area of emphasis as approved by the program administrator.

Time Requirement

All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the program director or the Kellstadt Graduate School of Business.

Accountancy (MS)

The Master of Science in Accountancy offers students without an undergraduate Accounting degree the chance to obtain the competencies, skills, and abilities necessary for an accounting career. It is offered through the School of Accountancy and Management Information Systems, whose alumni form one of the largest accounting networks in Chicago. The school’s full-time faculty includes nationally and internationally known authors, scholars and researchers; it considers teaching and scholarship to be equally important to its mission.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to seven of their M.B.A. courses count toward the requirements of the M.S. in Accountancy degree. The exact number of courses that can be double-counted, or waived as a result of previous course work, depends upon the specific content of the coursework and how recently it was completed.

The Master of Science in Accountancy will prepare you for a career in accounting by giving you

- A formal integrated sequence of courses which emphasize topics that are relevant to the work of a professional accountant, including the competencies required for successful preparation for the CPA Examination, and
- A core of business classes that allow you to understand other business disciplines and their relationship to accounting issues.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process.
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

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**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

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Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

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Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

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- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

Students are expected to have taken Principles of Accounting I and II at the undergraduate level prior to starting the Master of Science in Accountancy. Those who have not done so will be required to take Financial Accounting ACC 500. Once this prerequisite is met, students complete the program by taking 15 courses as described below:

Students must complete the following 11 Accountancy courses:

- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 542 COST AND MANAGERIAL ACCOUNTING I
- ACC 543 FINANCIAL ACCOUNTING THEORY & PRACTICE II
- ACC 545 ADVANCED TOPICS IN ACCOUNTING THEORY
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
Students must also complete the following Management Core courses:

- ECO 501 CONCEPTS OF MICRO AND MACRO ECONOMICS
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- ACC 535 ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)

**Additional Requirements**

1. Satisfactory completion of the management core, the ten required accountancy courses as outlined above and at least one accountancy elective approved by the program director.
2. Satisfactory completion of at least 45 quarter hours applicable to the degree.
3. Satisfactory completion of the college residency requirement.
4. All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the program director or the Kellstadt Graduate School of Business.

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**Acting (MFA)**

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

**Admission Information**

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for 100 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of The Theatre School to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate. Admission to the Master of Fine Arts degree programs is based on evidence of ability to be successful in graduate study. Specific requirements include:

- Completion of an undergraduate degree from a regionally accredited college or university (as evidenced by official transcripts).
- Completion of graduate application materials.
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition.
Audition

Our auditions place special emphasis on the applicant’s potential for future growth. We believe that imagination, personal initiative, self-discipline, stamina, seriousness of commitment to the acting profession and trainability are fundamental.

By trainability, we mean that we attempt to judge the applicant’s potential for growth. We believe that this potential can be assessed by evaluating how the student reveals inner resources through the work. We look for the student’s ability to focus personal energies in a relaxed manner which will enhance communication of the conflict the character faces in the context of the play. Students who get trapped in “characterization” or “style” tend to demonstrate their level of virtuosity rather than tapping their deeper, inner resources.

MFA Acting applicants should prepare two (2) monologues – one contemporary and one classical, a maximum of four minutes total. The classical monologue must be Shakespearean, or from the Restoration, Jacobean or Elizabethan periods. You are urged to select material for which you are temperamentally suited; preferably something in which you might conceivably be cast now or in the near future. Avoid material which causes you to disguise yourself or “put on” a character. The pieces selected should be from plays. Recital of poetry or cuttings from short stories are not acceptable. Concentration and a sincere interest in your pieces are important. During your audition, keep your attention on what you are doing rather than on the effect you are having on the audition committee.

The audition begins with group physical and vocal work. Wear comfortable clothes appropriate for physical activity (examples: sweats, tee-shirts, shorts, leotards). You may be asked to remove your shoes and socks. If you wish, you may bring a change of clothing to change into after the warm up, though this is not required. After the group session, each person presents his or her monologues privately with our committee. After the monologues, you are assigned a scene partner from among the other auditionees and you and your partner will be given a six-line open scene to work on with our faculty. Once you have completed your scene, you have completed the audition and are done for the day. There are no callbacks.

Application Deadline and Entry Terms

Applications are only accepted for entry into the fall quarter of each academic year and are generally accepted from September through January for entry the following fall.

Degree Requirements

Course Requirements

First Year

- Acting I Sequence
  - PRF 511 GRADUATE ACTING I
  - PRF 512 GRADUATE ACTING I
  - PRF 513 GRADUATE ACTING I
- Voice Sequence I
  - PRF 531 GRADUATE VOICE AND SPEECH I
  - PRF 532 GRADUATE VOICE AND SPEECH I
  - PRF 533 GRADUATE VOICE AND SPEECH I
- Speech Sequence
  - PRF 530 MFA I SPEECH
  - PRF 540 GRAD SPEECH I: ADVANCED NOTATION
- Movement Sequence I
  - PRF 521 GRADUATE MOVEMENT I
  - PRF 522 GRADUATE MOVEMENT I
  - PRF 523 GRADUATE MOVEMENT I
  - PRF 524 GRADUATE MOVEMENT I: FELDENKRAIS
  - PRF 525 GRAD MOVEMENT I: FELDENKRAIS
- PRF 551 MFA I IMPROVISATION
- Acting, Meisner Technique Sequence
Second Year

- PRF 580 STAGE COMBAT
- Acting II, Classical Sequence
  - PRF 611 GRADUATE ACTING II: CLASSICAL
  - PRF 612 GRADUATE ACTING II: CLASSICAL
  - PRF 613 GRADUATE ACTING II: CLASSICAL
- Movement II Sequence
  - PRF 621 GRADUATE MOVEMENT II
  - PRF 622 GRADUATE MOVEMENT II
  - PRF 623 GRADUATE MOVEMENT II
- Voice and Speech II Sequence
  - PRF 631 GRADUATE VOICE AND SPEECH II
  - PRF 632 GRADUATE VOICE AND SPEECH II
  - PRF 633 GRADUATE VOICE AND SPEECH II
- Acting II, Contemporary Sequence
  - PRF 641 GRADUATE ACTING II: MYTH, FABLE, & FOLKLORE IN DRAMA
  - PRF 642 GRADUATE ACTING II: TRAGIC FOCUS FROM 1700 TO 1950
  - PRF 643 GRADUATE ACTING II: COMIC FOCUS FROM 1700 TO 1950
- Rehearsal and Performance Sequence
  - PRF 661 REHEARSAL AND PERFORMANCE II
  - PRF 662 REHEARSAL AND PERFORMANCE II
  - PRF 663 REHEARSAL AND PERFORMANCE II
- MFA Workshop II, Actor as Entrepreneur Sequence
  - PRF 671 MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
  - PRF 672 MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
  - PRF 673 MFA WORKSHOP II: ACTOR AS ENTREPRENEUR

Third Year

- PRF 711 GRADUATE ACTING III: COMPANY CREATION
- PRF 712 GRADUATE ACTING III: PROFESSIONAL PREPARATION
- PRF 713 GRADUATE ACTING III: ADVANCED IMPROVISATION
- PRF 714 AUDITION
- PRF 716 GRADUATE SHOWCASE
- Movement III Sequence
  - PRF 721 GRADUATE MOVEMENT III
  - PRF 722 GRADUATE MOVEMENT III
  - PRF 723 GRADUATE MOVEMENT III: PILATES
- PRF 731 GRADUATE VOICE AND SPEECH III
- PRF 720 ACTING FOR THE CAMERA
- DC 450 DIRECTING ACTORS FOR THE CAMERA
- One course from the following
  - PRF 599 INDEPENDENT STUDY
  - PRF 317 TOPICS IN SCENE STUDY
  - PRF 381 ADVANCED STAGE COMBAT
  - PRF 431 VOICE AND SPEECH IV
  - PRF 432 VOICE AND SPEECH IV
  - Some other performance class with approval from department head
- Rehearsal and Performance Sequence
  - PRF 761 REHEARSAL AND PERFORMANCE III
  - PRF 763 REHEARSAL AND PERFORMANCE III

Terminal Requirements for the Master of Fine Arts Degree

In addition to completing the graduate requirements of the major program, each student must complete two or three terminal requirements:
All graduate students must complete the three-quarter Graduate Seminar sequence with a grade of B- or better in each quarter. Three analytical/reflective papers, each a minimum of 10 pages in length, that in total comprise the graduate thesis.

**Advanced Practice Nursing (MS)**

The Advanced Practice Nursing MS degree includes tracts with specialization in Family Nursing Practice, Adult Nursing Practice, or Nurse Anesthesia. The program offers a rigorous curriculum for the experienced Registered Nurse holding a bachelor’s or higher degree in nursing. Graduates are eligible to take the relevant certification exams in their area of specialization (Family Nurse Practitioner, Adult Nurse Practitioner, or Certified Registered Nurse Anesthetist). Graduates achieving certification may then apply to state licensing boards for an expanded scope of practice in the specialty area. As of Winter Quarter 2013, current students in these tracts are advanced students previously admitted. New admissions into these MS tracts have ceased.

**Admission Information**

**Advanced Practice Nursing: Nurse Anesthetist Admission Requirements**
- Minimum of BS in Nursing degree from a regionally accredited institution
- GPA of 3.25/4.0 (baccalaureate OR graduate cumulative)
- Official GRE scores, minimum compiled score of 300, and a 4.0 on the analytical writing section (Institution Code: 1165) if undergraduate GPA is below 3.2 (cumulative) on a 4.0 scale
- RN licensure in State of Illinois
- TOEFL of 590 (PBT) or 96 (iBT) if non-native English speaker
- Organic Chemistry completed within last five years
- One year (minimum) full-time work experience as a critical care RN
- Personal Statement (1-2 pages)
- Online application and $40 application fee

**Advanced Practice Nursing: Nurse Practitioner Admission Requirements**
- Minimum of BS in Nursing degree from a regionally accredited institution
- RN licensure in State of Illinois
- GPA of 3.0/4.0 (baccalaureate OR graduate cumulative)
- Official GRE scores, minimum 153 on the verbal section, 144 on the quantitative section, and a 4.0 on the analytical section (Institution Code: 1165) if undergraduate GPA is below 3.2 (cumulative) on a 4.0 scale
- TOEFL of 590 (PBT) or 96 (iBT) if non-native English speaker
- Two courses of chemistry (organic and inorganic) with lab*
- Personal statement (1-2 pages)
- Online application and $40 application fee
- Two letters of reference from former faculty or employer
- Curriculum vitae or resume

*Please note that all prerequisite courses must include labs and have been completed within the last ten years with a grade of ‘C’ or better.

International students (those who were educated outside of the U.S. and/or require an F1 visa) must take
Degree Requirements

Nurse Anesthetist Course Requirements

Core Courses (18 credit hours)

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4)
- NSG 401 NURSING RESEARCH I (4)
- NSG 430 POLITICAL AND LEGAL ISSUES IN HEALTH CARE (2)
- NSG 433 NURSING AND BIOMEDICAL ETHICS IN HEALTH CARE (2)
- NSG 480 STATISTICAL METHODS FOR THE HEALTH SCIENCES (4)
- NSG 482 INTRODUCTION TO EPIDEMIOLOGY (2)

Health Systems Electives (2 credit hours)

- NSG 450 SELECTED TOPICS IN NURSING (2)

Final Project (4 credit hours)

- NSG 598 GRADUATE SYNTHESIS (4)
  or NSG 599 THESIS RESEARCH (4)

Nurse Practitioner Course Requirements

General Core Courses (20 credit hours)

- NSG 400 THEORETICAL COMPONENTS OF NURSING (4)
- NSG 401 NURSING RESEARCH I (4)
- NSG 431 HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES (4)
- NSG 481 BIOSTATISTICS AND EPIDEMIOLOGY (4)
- NSG 540 CULTURE, ETHICS, AND POLICY ANALYSIS (4)

Health Systems Electives (8 credit hours)

- NSG 450 SELECTED TOPICS IN NURSING (4)
- NSG 554 INFORMATICS AND TECHNOLOGY APPLICATIONS (4)
  Other courses may be considered pending faculty advisor approval.

Final Project (4 credit hours)

- NSG 598 GRADUATE SYNTHESIS (4)
  or NSG 599 THESIS RESEARCH (4)
Concentration Requirements

Nurse Anesthetist

In addition to the Core Courses, students must complete the following:

**Nurse Anesthetist Concentration Courses (48 credits)**

- NSG 500 CHEMISTRY AND PHYSICS (6)
- NSG 501 ANATOMY AND PHYSIOLOGY I (6)
- NSG 502 ANATOMY AND PHYSIOLOGY II (6)
- NSG 503 PATHOPHYSIOLOGY (6)
- NSG 504 PRINCIPLES OF ANESTHESIA PRACTICE I (4)
- NSG 505 PRINCIPLES OF ANESTHESIA PRACTICE II (4)
- NSG 506 PRINCIPLES OF ANESTHESIA PRACTICE III (4)
- NSG 507 ANESTHETIC PHARMACOLOGY (6)
- NSG 508 ADJUNCTIVE ANESTHETIC (4)
- NSG 509 ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS (2)
- NSG 510 ANESTHESIA PRACTICUM I (0)
- NSG 511 ANESTHESIA PRACTICUM II (0)
- NSG 512 ANESTHESIA PRACTICUM III (0)
- NSG 513 ANESTHESIA PRACTICUM IV (0)
- NSG 514 ANESTHESIA PRACTICUM V (0)
- NSG 515 ANESTHESIA PRACTICUM VI (0)
- NSG 516 ANESTHESIA PRACTICUM VII (0)

Nurse Practitioner

In addition to the Core Courses, students must complete the following:

**Advanced Practice Nurse Practitioner Core Courses (18 credits)**

- NSG 422 APPLIED PATHOPHYSIOLOGY (4)
- NSG 424 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE (4)
- NSG 464 ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN (6)
- NSG 484 PHARMOCOLOGY FOR ADVANCED NURSING PRACTICE (4)

**Adult - Gerontology Nurse Practitioner Concentration Courses (23 credits)**

- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT (4)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE (4)
- NSG 483 PRACTICUM IN POPULATION-BASED NURSING PRACTICE I (3)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II (4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING (2)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III (4)
- NSG 555 PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT (2)

Elective Offering: NSG 479 MANAGEMENT OF GERIATRIC SYNDROMES (4)

**Family Nurse Practitioner Concentration Courses (28 credits)**

- NSG 473 PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT (4)
- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT (4)
- NSG 475 CLINICAL MANAGEMENT OF PREGNANCY AND CHILDBIRTH (3)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE (4)
- NSG 483 PRACTICUM IN POPULATION-BASED NURSING PRACTICE I (3)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II (4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING (2)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III (4)
Probation

Graduate students must maintain a cumulative grade point average of at least 3.0 in all academic work at the University. Students who drop below the required cumulative GPA will be placed on probationary status. Graduate students who receive less than a B- in any nursing course are placed on probation for a minimum of one quarter.

Dismissal

Graduate students who receive more than one grade below a B- in any required nursing course or less than a C in any one required course will be dismissed from the program. A grade of C or better is required in all allied field course requirements. A student may withdraw from a core nursing course ‘not in good standing’ (with a second “C” or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program. If a student fails to achieve the above criteria, that student is NOT eligible to continue in the program and will be dismissed. Students who have less than the required GPA for two quarters will be dismissed from the program.

Readmission

If a student leaves the program for any reason they must reapply to the program.

Transfer Credit

Graduate credit taken prior to enrolling at DePaul University may be eligible for transfer credit. Students who wish to have coursework evaluated by the department must submit a complete syllabus and other requested materials upon admission to the program. A maximum of three transfer courses from outside of the School of Nursing may be transferred to a School of Nursing program only with written permission of the director of the School of Nursing.

Undergraduate Credit

Students can earn graduate credit for some undergraduate courses and can also take graduate courses as an undergraduate which will apply to the undergrad and grad degrees. Check with your faculty advisor for details.

Graduation Requirements

A Master of Science degree in nursing requires a minimum of 48 credit hours. All of the programs require significantly more coursework beyond the minimum credit hour requirement. Students are held responsible for degree requirements as outlined in the university course catalog in effect at time of admission. The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the Graduate Student Handbook.

Graduation with Distinction

Graduation with distinction is awarded to students with a cumulative graduating GPA of at least a 3.75 for coursework applied toward a particular nursing degree or completion of a thesis "with distinction."

Time Limit

The degree is expected to be completed in a maximum of six years.
Animation (MA)

The MA in Animation degree provides a combination of artistic and technical training that prepares students for a future in 3D character animation, computer game art, or visual effects.

DePaul’s large group of full time and adjunct Animation faculty come from diverse backgrounds in commercial production, game development and art exhibition. We are part of the School of Cinema & Interactive Media, which features the latest digital technologies and facilities: a stop motion studio, two green screen stages, a sound recording and mixing studio, and a motion capture studio. Our visiting artists series brings prominent animators to campus. Past visitors include David O’Reilly and legendary animator Yuri Norstein.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Course requirements are determined by the concentration selected.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in the designated program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

The Animator Concentration is for students who are interested in deepening their knowledge of 3D modeling and animation, with an eye towards a production career in 3D character animation, computer game art, or visual effects. Students in this concentration will receive intense and rigorous training in the history, critical artistic issues, and fundamental principles that are necessary for animation artists. MA in Animation - Graduates will be prepared for the many varied career options available to animators, including storyboard artists, visual development artists, modelers, layout artists, character animators, effects animators, character riggers, motion capture artists, lighting artists, commercial animators, motion graphics artists, game artists, environment modelers and effects artists.

Course Requirements

- ANI 405 3D ANIMATION SURVEY
- ANI 421 ANIMATION MECHANICS
- ANI 422 ANIMATION STYLES & TECHNIQUES
- ANI 425 VISUAL STORYTELLING
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 466 CINEMA, ANIMATION AND ART *
  or ANI 444 VISUAL DESIGN FOR GAMES *
- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- 2 Animation Electives
- 3 3D Animation Electives

* Students who plan to apply for the Animation MFA program during their first year should take ANI 466 rather than ANI 444.

Animation Electives

Animation electives include any graduate level ANI, DC, GAM, GD, GPH, HCI or VFX courses.

3D Animation Electives

- ANI 430 3D CHARACTER ANIMATION
- ANI 431 ADVANCED 3D CHARACTER ANIMATION
- ANI 432 3D RIGGING
- ANI 433 ADVANCED 3D RIGGING
- ANI 435 3D CHARACTER MODELING
- ANI 436 3D MODELING STUDIO
- ANI 438 3D ORGANIC MODELING
- ANI 439 3D TEXTURING AND LIGHTING
- ANI 445 CHARACTER DESIGN
- ANI 450 MOTION CAPTURE
- ANI 451 ADVANCED MOTION CAPTURE STUDIO
- ANI 452 3D SCRIPTING
- ANI 453 ADVANCED 3D SCRIPTING
- ANI 478 3D DYNAMICS

Technical Artist Concentration

The Technical Artist concentration prepares students for a range of roles, from the complex jobs of riggers, next generation modelers and motion capture artists to the hybrid specialization of the Technical Artist.

A game industry Technical Artist is an art department member who serves as a bridge between art and engineering. The art pipeline is the workflow of creating the art assets of the game: from concept to model to
texturing to rigging to input into the game engine. The TA’s objective is to make the pipeline streamlined, efficient and documented. The TA diagnoses and debugs the technology used by artists. The TA specs tools that will help make the art department more productive, sometimes scripting the tools in the software and sometimes working with programmers to tackle more complex operations. The TA needs to understand the language of both art and engineering and act as a translator between the areas.

In the film and television CGI animation and VFX industries the Technical Artist is more commonly referred to as a Technical Director or Technical Animator. The TA in these fields shares many of the core responsibilities (pipeline, troubleshooting) and animation technical skills as the game TA.

The Technical Artist concentration is not solely for the person who wants to be a TA, since these disciplines are constantly evolving. It also prepares the student interested in technically demanding areas such as rigging, modeling and motion capture.

Technical Artists come from both art and programming backgrounds. It is recommended that someone entering the TA concentration have an undergraduate degree in one of the following areas: art, animation, game art, graphic design, illustration, game design, game programming, computer graphics, computer science, or interactive media.

Course Requirements

Core Requirements

- ANI 405 3D ANIMATION SURVEY
- ANI 446 GAME ART PIPELINE
- ANI 452 3D SCRIPTING
- ANI 453 ADVANCED 3D SCRIPTING
- ANI 444 VISUAL DESIGN FOR GAMES
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
  or Game Development Studio Sequence (2 courses)
  - GAM 690 GAME DEVELOPMENT STUDIO I
  - GAM 691 GAME DEVELOPMENT STUDIO II

*Students who take GAM 690 to fulfill their Core Requirements must take GAM 691 as one of their Technical Artist Electives requirements.

Technical Artist Electives

Students must take at least 4 courses out of the following choices. Students may take these courses before completing their Core Requirements courses. It is recommended that students choose their Technical Artist Elective courses in one of the following areas of focus: Rigging, Animation, Modeling, or Effects.

Rigging

- ANI 430 3D CHARACTER ANIMATION
- ANI 432 3D RIGGING
- ANI 433 ADVANCED 3D RIGGING
- ANI 435 3D CHARACTER MODELING
- ANI 450 MOTION CAPTURE

Animation

- ANI 450 MOTION CAPTURE
- ANI 451 ADVANCED MOTION CAPTURE STUDIO
- ANI 430 3D CHARACTER ANIMATION
- ANI 431 ADVANCED 3D CHARACTER ANIMATION
- ANI 432 3D RIGGING

Modeling

- ANI 435 3D CHARACTER MODELING
- ANI 436 3D MODELING STUDIO
- ANI 437 ENVIRONMENT MODELING
- ANI 438 3D ORGANIC MODELING
- ANI 439 3D TEXTURING AND LIGHTING

Effects
Other Available Technical Artist Electives

- GAM 690 GAME DEVELOPMENT STUDIO I
- GAM 691 GAME DEVELOPMENT STUDIO II

CDM Open Electives

Students must complete any 3 graduate courses from the College of Computing and Digital Media.

Sample Schedule

The representation of these course requirements on a year-by-year basis is just a suggestion. Students are free to take these courses in any order they choose, provided they have mastered the course-specific prerequisites.

Animator Concentration

First Year

Fall Quarter

- ANI 405 3D ANIMATION SURVEY
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 421 ANIMATION MECHANICS

Winter Quarter

- ANI 425 VISUAL STORYTELLING
- ANI 422 ANIMATION STYLES & TECHNIQUES
- 1 3D Animation Elective

Spring Quarter

- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 466 CINEMA, ANIMATION AND ART
- or ANI 444 VISUAL DESIGN FOR GAMES
- 1 3D Animation Elective

Second Year

Fall Quarter

- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- 1 3D Animation Elective
- 1 Animation Elective

Winter Quarter

- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- 1 Animation Elective
Animation (MFA)

The MFA in Animation degree is for students who are interested in creating original animated films and artwork as their main vocation. Students in the MFA in Animation degree will receive intense and rigorous training in the history, critical artistic issues, and fundamental principles that are necessary for animation artists. The student films created throughout their degree will be challenged by faculty in critiques, through which students will be urged to develop a personal vision and push the limits of their abilities and the potential of animation as an expressive medium. The program uses the cohort model, so students will work alongside their peers throughout their degree. Filmmakers choosing this field often support themselves and fund their films by teaching college, which requires an MFA, so MFA in Animation graduates will be eligible to compete for tenure-track teaching positions within the growing number of Animation programs around the world. The degree is intended for those with undergraduate degrees in Animation, Film, Art, Graphic Design, Illustration and other visual art areas.

DePaul's large group of full time and adjunct Animation faculty come from diverse backgrounds in commercial production, game development and art exhibition. We are part of the School of Cinema & Interactive Media, which features the latest digital technologies and facilities: a stop motion studio, two green screen stages, a sound recording and mixing studio, and a motion capture studio. Our visiting artists series brings prominent animators to campus. Past visitors include David O'Reilly and legendary animator Yuri Norstein.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

- ANI 405 3D ANIMATION SURVEY
- ANI 415 AUDIO FOR ANIMATION
- ANI 421 ANIMATION MECHANICS
- ANI 422 ANIMATION STYLES & TECHNIQUES
- ANI 425 VISUAL STORYTELLING
- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 466 CINEMA, ANIMATION AND ART
- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- ANI 560 GRADUATE TEACHING SEMINAR
- ANI 639 MFA PRE-THESIS
- ANI 640 MFA THESIS ANIMATION (1 credit hour)
*ANI 640 must be taken at least 3 times.
- 8 Animation Electives

Animation Electives
Animation electives include any graduate level ANI, DC, GAM, GD, GPH, HCI or VFX courses.

MFA Thesis

The MFA Thesis Animation is the culmination of graduate study in the MFA. Students work on an animated film for the three quarters of their third year, and meet periodically for critiques with peers and faculty. Students also produce a written analysis of their work. Students must complete their thesis project and the degree within a total of five years from their first quarter in the program.

Student’s MFA Advisor Committee and Thesis Timeline

During the Fall quarter of their second year, all MFA students must form an MFA Advisor Committee. The committee is comprised of three full-time DePaul faculty members, and at least two of the three must be members of the Animation MFA Committee. Students must consult with their Advisor Committee throughout the Thesis project, including during ANI 639 MFA Pre-Thesis. During the final quarter of their Thesis project, the MFA candidate must schedule a meeting with their Advisor Committee to screen the work, and defend the project and thesis paper before the committee. The MFA Advisor Committee decides whether the MFA candidate should be awarded the degree, and if not, what must be done in order for them to receive it.

MFA Thesis Screening

At the end of the third year students present their thesis exhibition in an appropriate venue (a theater or gallery).

MFA Thesis Defense

In order to receive their MFA degree, students must defend the thesis project and the written analysis of their work before their MFA Advisor Committee.

Degree Requirements

Students in the MFA in Animation degree program must meet the following requirements:

- Complete a minimum of 79 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

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

Sample Schedule

First Year

Fall Quarter

- ANI 405 3D ANIMATION SURVEY
- ANI 460 ANIMATION GRADUATE SEMINAR
- ANI 421 ANIMATION MECHANICS

Winter Quarter

- ANI 425 VISUAL STORYTELLING
- ANI 422 ANIMATION STYLES & TECHNIQUES
- 1 Animation Elective
Spring Quarter

- ANI 440 COLLABORATIVE SHORT ANIMATED FILM
- ANI 466 CINEMA, ANIMATION AND ART
- 1 Animation Elective

Second Year

Fall Quarter

- ANI 540 ANIMATED SHORT FILM PART I (2 credit hours)
- ANI 415 AUDIO FOR ANIMATION
- 1 Animation Elective

Winter Quarter

- ANI 541 ANIMATED SHORT FILM PART II (2 credit hours)
- ANI 560 GRADUATE TEACHING SEMINAR
- 1 Animation Elective

Spring Quarter

- ANI 639 MFA PRE-THESIS
- 2 Animation Electives

Third Year

Fall Quarter

- ANI 640 MFA THESIS ANIMATION (1 credit hour)
- 1 Animation Elective

Winter Quarter

- ANI 640 MFA THESIS ANIMATION (1 credit hour)
- 1 Animation Elective

Spring Quarter

- ANI 640 MFA THESIS ANIMATION (1 credit hour)

*ANI 640 must be taken at least 3 times.

Applied Economics (MBA)

This concentration is designed to train the student to be an astute observer of business and the economy. Through objective analysis, the student can help the firm adapt to the ever-changing economic environment. Business economists commonly prepare and interpret forecasts for firms. These activities involve decisions regarding optimal pricing, sales and advertising, marketing policies, purchasing, industrial relations, and investment and portfolio decisions. Further, the business economist often relates the domestic and global economic outlooks to the firm’s business and its markets, as well as advanced applications for bridging strategic analysis to financial forecasts and valuation.

Most medium and large firms hire business economists in areas such as manufacturing, communications, banking, insurance, retailing, finance and investment, transportation, utilities and consulting. In addition, positions in various departments of federal, state and local governments are available. Job mobility can be high with business economists moving among business firms, government, nonprofits and possibly academic institutions.
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter

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October 1st for the Winter Quarter
February 1st for the Spring Quarter
April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission, the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall.
Concentration Requirements

Course Requirements

To complete this concentration, students are required to take three graduate-level Economics courses. ECO 509 and ECO 555 are not approved for use as MBA concentration electives (a sample list of acceptable electives is given below). Students are encouraged to consult with Economics faculty for course recommendations.

- ECO 505 ADVANCED MICROECONOMICS
- ECO 506 ADVANCED MACROECONOMICS
- ECO 511 BUSINESS AND ECONOMIC FORECASTING
- ECO 512 APPLIED TIME SERIES FORECASTING (CROSS-LISTED AS MATH 512/MATH 358)
- ECO 514 INDUSTRIAL ORGANIZATION
- ECO 515 MICROECONOMICS OF MARKET ORGANIZATION
- ECO 516 ECONOMICS OF THE PUBLIC SECTOR I
- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED AS MGT 518)
- ECO 530 HISTORY OF ECONOMIC THOUGHT
- ECO 550 REGIONAL AND URBAN ECONOMICS
- ECO 557 INTERNATIONAL TRADE THEORY & POLICY (CROSS-LISTED WITH IB 520)
- ECO 558 INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS IB 521)
- ECO 561 ECONOMICS OF DEVELOPING COUNTRIES (CROSS-LISTED WITH IB 525)
- ECO 576 ADVANCED ECONOMETRICS
- ECO 798 SPECIAL TOPICS

Applied Mathematics (MS)

This degree is designed to provide students with the necessary quantitative background for employment in business, industry, or government and to provide a solid foundation for students interested in pursuing a Ph.D. degree in mathematics. Courses in this program are offered at the Lincoln Park campus. Some may also be taken at the O’Hare campus.

Admission Information

For full admission, students must have the following:

- Bachelor's degree
- Two years of calculus and linear algebra (i.e., the equivalent of one of the first-year sequences MAT 150-151-152, or 160-161-162 or 170-171-172 and the second-year sequence 260-261-262)
- A course in statistics
• A course in scientific computer programming (other than COBOL)

Applicants who do not have this preparation may be admitted on a conditional basis until they have completed the conditional requirements with grades of B or better.

Degree Requirements

Course Requirements

Candidates for the degree must complete at least 48 quarter hours of graduate level work in applied mathematics and pass two sets of comprehensive examinations. Comprehensive examinations are offered twice a year, in the autumn and spring quarters. Part- I covers the material in MAT 451-452-453, and Part- II is based on the student's chosen area of concentration.

At the beginning of the quarter when students plan to take the comprehensive examinations, they should register with the program director.

Core Courses

• MAT 451 PROBABILITY AND STATISTICS I
• MAT 452 PROBABILITY AND STATISTICS II
• MAT 453 PROBABILITY AND STATISTICS III
• MAT 448 STATISTICAL METHODS USING SAS
• MAT 456 APPLIED REGRESSION ANALYSIS
• MAT 459 SIMULATION MODELS AND MONTE CARLO METHOD

Computer Usage

The department places strong emphasis on computation and is well supported with equipment and software necessary for research. The computer is used for data analysis and to find solutions to problems that arise in numerical analysis, simulations, and mathematical modeling. The computer packages used in these courses are likely to play an important role in the solution of the problems students will encounter in their places of employment.

Concentration Requirements

Statistics Concentration

• MAT 526 SAMPLING THEORY AND METHODS
• MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
• At least four courses from the following list:
  o MAT 421 BASIC BIOSTATISTICS
  o MAT 422 GENE EXPRESSION ANALYSIS
  o MAT 423 GENOME SEQUENCING
  o MAT 454 MULTIVARIATE STATISTICS (CROSS-LISTED 354)
  o MAT 455 STOCHASTIC PROCESSES
  o MAT 457 NONPARAMETRIC STATISTICS
  o MAT 458 STATISTICAL QUALITY CONTROL
  o MAT 460 TOPICS IN STATISTICS
  o MAT 470 ADVANCED LINEAR ALGEBRA
  o MAT 485 NUMERICAL ANALYSIS I
  o MAT 489 QUEING THEORY WITH APPLICATIONS
Actuarial Science Concentration

- MAT 461 ACTUARIAL SCIENCE I: THEORY OF INTEREST
- MAT 462 ACTUARIAL SCIENCE II: BASIC CONTINGENCIES
- MAT 463 ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES
- At least three courses from the following list:
  - MAT 460 TOPICS IN STATISTICS
  - MAT 464 STOCHASTIC RISK MODELS
  - MAT 465 STOCHASTIC SURVIVAL MODELS
  - MAT 468 MATHEMATICAL FINANCE
  - MAT 470 ADVANCED LINEAR ALGEBRA
  - MAT 485 NUMERICAL ANALYSIS I
  - MAT 512 APPLIED TIME SERIES AND FORECASTING

Program Graduate Academic Student Handbook

Probation

A student will be placed on probation if his/her cumulative GPA falls below 2.7.

Dismissal

A graduate student will be dismissed under one or more of the following conditions: his/her GPA continues to fall below 2.7 after one year of being on probation, lack of progress toward degree completion, or failing the comprehensive examinations twice.

Conditional Admission

Students whose undergraduate degrees were in majors other than mathematics or related fields may be conditionally admitted provided they complete the following minimum prerequisites as conditions: two years of calculus [the equivalent of MAT-150-152], multivariable calculus and linear algebra [the equivalent of MAT-260-262], and a course in statistics. Additionally, for the applied mathematics program, a course in computer programming is required.

Readmission

The same re-admission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

Transfer Credit

No more than two graduate courses (8 quarter credit hours) may be transferred from another program or institution provided that they are equivalent to courses offered in DePaul’s graduate program, and they did not count toward another degree.

Undergraduate Courses

No undergraduate courses shall count toward the graduate degree.

Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum GPA of 2.7, and passing of Part-I and Part-II comprehensive examinations.

Graduation with Distinction

A minimum GPA of 3.7 for coursework applied toward the applied mathematics degree and high performance on the comprehensive examinations are required for graduation with distinction.
**Applied Professional Studies (MA)**

The Master of Arts Program in Applied Professional Studies (MAAPS), founded in 1984, serves adults who wish to design and execute their graduate study in a personally-relevant area that is otherwise not served by typical course-based, already-structured programs. These "entrepreneurial learners" come with a personal/professional area of study they want to pursue, a desire to build and manage their own learning processes, and a goal to both learn and shape their learning into contributions that make a difference.

**Key Features**

1. You design your own area of study (an area of professional contribution in a particular setting) guided by a graduate framework. Your idea; your design.
2. You learn to think in terms of learning for both intentional outcomes and timely applications.
3. You build a plan for learning that incorporates an array of learning strategies (not just classes!)—strategies that fit your sought outcomes and learning preferences and result in products you can use.
4. You manage the pace, place and process of implementing your plan.
5. You receive assistance from a team of advisors from the University as well as your own particular professional community.
6. You engage in a brief/intensive series of "liberal learning" seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
7. You accomplish your goal of graduate study—focusing on an area of importance to you and earning an accredited graduate degree with competencies endorsed by the University.

**Admission Information**

As indicated, the following process and components apply to all of the School for New Learning’s (SNL) graduate programs and certificates.

**Application Steps**

**Step 1: Basic Information.**

Applicant becomes knowledgeable about a particular SNL graduate program/certificate. Various options are available for this purpose, e.g., materials, information sessions, advising appointments, etc. See the SNL website for details.

**Step 2: Application and Required Materials.**

Applicant submits required application materials including:

- a completed Application form and Application Fee* (*The application fee is waived for DePaul alumni.);
- a current resume;
- an Application Essay* (writing sample) that addresses key questions pertinent to assessing the “fit” of the particular program to the student and vice versa (*Application Essay is waived for certificate applicants.); and
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. An undergraduate cumulative
GPA of 2.5 is required

NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores. International students are advised to consult the International Programs Office to learn of further University requirements that may apply.

Step 3: Interview.

Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

Step 4: Review.

Information gleaned from each applicant’s materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular program’s admission considerations. See admissions considerations below.

Step 5: Decision.

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student’s acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

Admission Considerations

The following areas are considered in making admission decisions:

- applicant’s reasoning in selection of the particular graduate program or certificate (including investigation of other graduate programs/certificates);
- applicant’s understanding of the particular SNL graduate program/certificate;
- applicant’s professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate program/certificate under consideration;
- applicant’s possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
- applicant’s educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
- applicant’s motivation to increase competence and ability to sustain effort to achieve such;
- applicant’s learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
- applicant’s cognitive/intellectual values and skills [willingness and ability to investigate prior to making claims; engage in curiosity leading to focused and sustained attention (analysis/synthesis) regarding a point of inquiry; investigate various knowledge sources (libraries, data bases, etc.); broaden perception by exploring multiple context(s) in which knowledge exists; analyze underlying assumptions and tolerate/explore ambiguity; discriminate information from opinion; form and adapt commitments amid various contexts; reflect on the meaning of discovery; and, develop and engage a breadth of interest across multiple disciplines];
- applicant’s communication values and skills (willingness and ability to express oneself in written and oral forms including appropriately documenting sources; decipher verbal and nonverbal messages; and, respond effectively)
- applicant’s psychosocial values and skills (willingness and ability to understand and manage emotions; function with autonomy and interdependence; tolerate and appreciate differences; build and sustain positive interpersonal relationships; develop and engage a sense of self in a social, historical, and cultural contexts; and, function with moral and ethical integrity);
- applicant’s access to, and ability to use, e-mail, the Internet, and necessary computer-based software; and,
- applicant’s undergraduate cumulative GPA. (For MSAT applicants, the required minimal undergraduate cumulative GPA is 2.5.)

NOTE: The School for New Learning/DePaul University considers students on the basis of individual merit and
without regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, handicap, or other factors irrelevant to participation in its programs.

**Admission Status**

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary—depending on changes to those materials, reapply. The Graduate Programs Office maintains an admission file/status for one year from the date of admission.

**Financial Aid**

Information about applying for financial assistance is available on the SNL website.

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**Degree Requirements**

**Course Requirements**

Students are required to complete a minimum of 52 graduate credit hours with a cumulative GPA of not less than 3.0.

**Planning & Integration**

- AP 501 LEARNING PLAN RESEARCH AND DEVELOPMENT
- AP 502 LEARNING PLAN REVIEW
- AP 528 ASSESSMENT AND INTEGRATION 1
- AP 548 ASSESSMENT AND INTEGRATION SEMINAR 2
- AP 558 ASSESSMENT AND INTEGRATION SEMINAR 3
- AP 578 ASSESSMENT AND INTEGRATION SEMINAR 4

**Liberal Learning**

- LLS 410 PERSONAL EFFECTIVENESS
- LLS 420 INTERPERSONAL EFFECTIVENESS
- LLS 430 ORGANIZATIONAL EFFECTIVENESS
- LLS 440 VALUES EFFECTIVENESS
- LLS 450 INQUIRY EFFECTIVENESS

**Individualized Learning Strategies**

Designed and executed by the student based on the area of graduate study and learning preferences, these strategies (classes, independent studies, work projects, etc.) are engaged to enhance understanding and competence development in relation to each of the following aspects of an individually-tailored focus area.

- AP 510 MAIN THEORIES
- AP 520 METHODS OF RESEARCH
- AP 530 SPECIALIZED SKILLS
- AP 540 COMMUNICATION MODES
- AP 550 ORGANIZATIONAL AND INTERPERSONAL DYNAMICS
- AP 560 LARGER CONTEXTS
- AP 570 ETHICAL ISSUES
- AP 574 REFLECTION ON PRACTICE
- AP 585 SUPPLEMENTAL COMPETENCE I (elective)

**Individualized Program Culmination**

Designed and executed by the student based on the area of focus and learning preferences, one of the following approaches is chosen.
Applied Statistics (MS)

The department offers a program of study leading to the Master of Science degree in applied statistics. The program is designed to provide students with the necessary quantitative background for employment in business, industry, or government and to provide a solid foundation for students interested in pursuing a Ph.D. degree in applied statistics. Courses in this program are offered at the O'Hare campus. Some may also be taken at the Lincoln Park campus.

Admission Information

For full admission in the master's degree program, students must have the following:

- Bachelor's degree
- Two years of calculus and linear algebra (i.e., the equivalent of one of the first-year sequences MAT 150-151-152, 160-161-162 or 170-171-172; and the second-year sequence 260 and 262)
- A course in statistics
- Applicants who do not have this preparation may be admitted on a conditional basis until they have completed the conditional requirements with grades of B or better
- If you would like application materials to be sent to you please contact the Office of Graduate Admission.

Degree Requirements

Course Requirements

- MAT 441 APPLIED STATISTICS I
- MAT 442 APPLIED STATISTICS II
- MAT 443 APPLIED STATISTICS III
- MAT 451 PROBABILITY AND STATISTICS I
- MAT 452 PROBABILITY AND STATISTICS II
- MAT 453 PROBABILITY AND STATISTICS III
- MAT 456 APPLIED REGRESSION ANALYSIS
- MAT 512 APPLIED TIME SERIES AND FORECASTING
- MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
- MAT 526 SAMPLING THEORY AND METHODS
- At least two courses from the following list
MAT 421 BASIC BIOSTATISTICS
MAT 422 GENE EXPRESSION ANALYSIS
MAT 423 GENOME SEQUENCING
MAT 454 MULTIVARIATE STATISTICS (CROSS-LISTED 354)
MAT 455 STOCHASTIC PROCESSES
MAT 457 NONPARAMETRIC STATISTICS
MAT 458 STATISTICAL QUALITY CONTROL
MAT 459 SIMULATION MODELS AND MONTE CARLO METHOD
MAT 460 TOPICS IN STATISTICS (Reliability Theory and Life Testing, Survival Analysis, or Response Surface Methodology or Meta-Analysis
MAT 489 QUEUING THEORY WITH APPLICATIONS

Computer Usage

The department places strong emphasis on computation and is well supported with equipment and software necessary for research. The computer software packages used in most courses are likely to play an important role in the solution of the problems students will encounter in their places of employment.

Comprehensive Exam Requirement

Candidates for the Master’s of Science in Applied Statistics degree must pass two sets of comprehensive examinations. Part I covers the material in MAT 451-MAT 452-MAT 453, and Part II covers material in MAT 456, MAT 526 and MAT 528.

Comprehensive examinations are offered twice a year, in the autumn and spring quarters during last two weekends in October and April.
At the beginning of the quarter when students plan to take the comprehensive examinations, they should register with the program director.

Applied Technology (MS)

The Master of Science Program in Applied Technology (MSAT), founded in 1999, is designed for people who want to deepen their understanding and use of technology while enhancing their skills and knowledge for improving the interface between technology and humanity in organizational settings.

Key Features

- You draw on the strengths of two of DePaul University’s colleges—the School for New Learning (a leader in adult education) and the College of Computing and Digital Media (a leader in information technology).
- You develop advanced and applied capabilities in one of the following areas of “applied technology” specialization:
  - Applied Information Systems
  - Applied Network Technology
  - Applied IT Project Management
  - Applied Information Technology
  - Applied Human Computer Interaction
- You customize portions of your study by combining coursework with on-the-job applied learning projects.
- You receive assistance from a team of advisors from the University and professional community who provide coaching and mentoring to ensure your success.
- You engage in a brief/intensive series of “liberal learning” seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
- You accomplish your goal of graduate study—enhancing your expertise in applying technology and earning an accredited graduate degree with competencies endorsed by the University.
Admission Information

As indicated, the following process and components apply to all of the School for New Learning’s (SNL) graduate programs and certificates.

Application Steps

Step 1: Basic Information.

Applicant becomes knowledgeable about a particular SNL graduate program/ certificate. Various options are available for this purpose, e.g., materials, information sessions, advising appointments, etc. See the SNL website for details.

Step 2: Application and Required Materials.

Applicant submits required application materials including:

- a completed Application form and Application Fee* (*The application fee is waived for DePaul alumni.);
- a current resume;
- an Application Essay* (writing sample) that addresses key questions pertinent to assessing the “fit” of the particular program to the student and vice versa (*Application Essay is waived for certificate applicants.);
- and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. An undergraduate cumulative GPA of 2.5 is required

NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores. International students are advised to consult the International Programs Office to learn of further University requirements that may apply.

Step 3: Interview.

Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

Step 4: Review.

Information gleaned from each applicant’s materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular program’s admission considerations. See admissions considerations below.

Step 5: Decision.

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student’s acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

Admission Considerations

The following areas are considered in making admission decisions:

- applicant’s reasoning in selection of the particular graduate program or certificate (including investigation of other graduate programs/certificates);
- applicant’s understanding of the particular SNL graduate program/certificate;
- applicant’s professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate program/certificate under consideration;
• applicant’s possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
• applicant’s educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
• applicant’s motivation to increase competence and ability to sustain effort to achieve such;
• applicant’s learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
• applicant’s cognitive/intellectual values and skills [willingness and ability to investigate prior to making claims; engage in curiosity leading to focused and sustained attention (analysis/synthesis) regarding a point of inquiry; investigate various knowledge sources (libraries, data bases, etc.); broaden perception by exploring multiple context(s) in which knowledge exists; analyze underlying assumptions and tolerate/explore ambiguity; discriminate information from opinion; form and adapt commitments amid various contexts; reflect on the meaning of discovery; and, develop and engage a breadth of interest across multiple disciplines];
• applicant’s communication values and skills (willingness and ability to express oneself in written and oral forms including appropriately documenting sources; decipher verbal and nonverbal messages; and, respond effectively)
• applicant’s psychosocial values and skills (willingness and ability to understand and manage emotions; function with autonomy and interdependence; tolerate and appreciate differences; build and sustain positive interpersonal relationships; develop and engage a sense of self in a social, historical, and cultural contexts; and, function with moral and ethical integrity);
• applicant’s access to, and ability to use, e-mail, the Internet, and necessary computer-based software; and,
• applicant’s undergraduate cumulative GPA. (For MSAT applicants, the required minimal undergraduate cumulative GPA is 2.5.)

NOTE: The School for New Learning/DePaul University considers students on the basis of individual merit and without regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, handicap, or other factors irrelevant to participation in its programs.

Admission Status

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary—depending on changes to those materials, reapply. The Graduate Programs Office maintains an admission file/status for one year from the date of admission.

Financial Aid

Information about applying for financial assistance is available on the SNL website.

Degree Requirements

Course Requirements

Students must complete a minimum of 58 graduate credit hours with a cumulative GPA of not less than 3.0.

Planning & Integration

• AT 598 SPECIAL TOPICS I
• AT 598 SPECIAL TOPICS II
• AT 598 SPECIAL TOPICS III
• AT 598 SPECIAL TOPICS IV

Liberal Learning

• LLS 410 PERSONAL EFFECTIVENESS
• LLS 420 INTERPERSONAL EFFECTIVENESS
Professional Core


- Prerequisite coursework per specialization (if applicable and needed)
- Foundational coursework per specialization
- Advanced coursework per specialization

Independent Work-based Projects

Choose from three areas below

- AT 519 MAIN THEORIES
- AT 529 METHODS OF RESEARCH
- AT 539 SPECIALIZED SKILLS
- AT 549 COMMUNICATION MODES
- AT 559 ORGANIZATIONAL AND INTERPERSONAL DYNAMICS
- AT 569 LARGER CONTEXTS
- AT 579 ETHICAL ISSUES
- AT 589 REFLECTION ON PRACTICE (required)

Arts Leadership (MFA)

The Theatre School's graduate Arts Leadership Fellowship is a two-year master of fine arts (MFA) program that combines full-time employment at Chicago Shakespeare Theater with full-time coursework at DePaul University. This rigorous program, distinct among competitive programs, is designed to prepare students to become highly skilled leaders in the complex and sophisticated world of the arts.

Admission Information

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for 100 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of The Theatre School to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate. Admission to the Master of Fine Arts degree programs is based on evidence of ability to be successful in graduate study. Specific requirements include:

- Completion of an undergraduate degree from a regionally accredited college or university (as evidenced by official transcripts).
- Completion of graduate application materials.
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition or interview.

Interview

In addition to the application materials, arts leadership applicants submit a series of written statements including...
a personal statement. Please contact The Theatre School’s Admissions Office for exact written requirements.

Arts Leadership applicants are evaluated by an admissions committee and semi-finalists are contacted for phone interviews. Finalists are selected for an in-person interview with personnel from The Theatre School and Chicago Shakespeare Theater. The in-person interview will take place in Chicago at applicant’s expense. Significant consideration regarding the admissions decision will be placed on the in-person interview.

**Application Deadline and Entry Terms**

Applications are only accepted for entry into the fall quarter of each academic year and are generally accepted from September through January for entry the following fall.

**Degree Requirements**

**Course Requirements**

**First Year**

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- CMNS 546 BUSINESS AND PROFESSIONAL COMMUNICATION
- WRD 522 WRITING IN THE PROFESSIONS (CROSS-LISTED AS MLS 459 AND MPS 508)
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MPS 519 RESOURCE DEVELOPMENT
- Synthesis Seminar
  - THE 521 ARTS LEADERSHIP SYNTHESIS SEMINAR
  - THE 522 ARTS LEADERSHIP SYNTHESIS SEMINAR
  - THE 523 ARTS LEADERSHIP SYNTHESIS SEMINAR
- Graduate Management Practicum
  - THE 511 GRADUATE MANAGEMENT PRACTICUM
  - THE 512 GRADUATE MANAGEMENT PRACTICUM
  - THE 513 GRADUATE MANAGEMENT PRACTICUM

**Second Year**

- MPS 525 WORKING WITH NONPROFIT BOARDS
- MPS 561 LAW AND NONPROFIT ORGANIZATIONS (FORMERLY MPS 532)
- AP 550 ORGANIZATIONAL AND INTERPERSONAL DYNAMICS
- Synthesis Seminar
  - THE 621 ARTS LEADERSHIP SYNTHESIS SEMINAR
  - THE 622 ARTS LEADERSHIP SYNTHESIS SEMINAR
- Graduate Management Practicum
  - THE 611 GRADUATE MANAGEMENT PRACTICUM
  - THE 612 GRADUATE MANAGEMENT PRACTICUM
  - THE 613 GRADUATE MANAGEMENT PRACTICUM
- THE 681 ARTS LEADERSHIP THESIS PROJECT
- Elective Courses – eight credits total, as approved by advisor
Banking (MBA)

The Banking MBA concentration allows students to study money, capital markets, and banking as a means to understanding how financial markets determine interest rates and why different assets earn different rates of returns.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.
For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.
English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus
The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. coursework. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

The required courses in the Banking concentration are designed to study money, capital markets, and banking as a means to understanding how financial markets determine interest rates and why different assets earn different rates of returns. The economic functions of financial services firms, the role and function of central banks in the economy and how the actions of central banks interacting with asset markets affect the macro economy will be studied.

The present structure of banking will be studied with particular emphasis on the relationship between commercial banking practices and economic stabilization goals. Issues in financial engineering, bank asset/liability management, capital adequacy, new dimensions in banking, and the current regulatory structure governing the operations of banking organizations are also included.

Students complete the Banking concentration by taking three required courses and one elective from the list of courses provided:

- FIN 512 COMMERCIAL BANKING
- FIN 513 MONEY AND CAPITAL MARKETS
- FIN 523 INVESTMENT ANALYSIS
- One course selected from the following
  - FIN 524 FINANCIAL STATEMENT ANALYSIS
  - FIN 557 INTERNATIONAL FINANCE
  - FIN 562 RISK MANAGEMENT
  - FIN 798 SPECIAL TOPICS: CREDIT RISK MANAGEMENT
  - FIN 798 SPECIAL TOPICS: INVESTMENT BANKING
  - FIN 798 SPECIAL TOPICS: ALTERNATIVE INVESTMENT

**Behavioral Finance (MBA)**

The field of Behavioral Finance is one of the fastest growing areas in finance. This growth is fueled by a desire on the part of investment professionals for a better understanding of the dynamics of asset selection and performance measurement. Because of this interest, financial services firms have increased their demand for graduates who have had exposure to the field. The field represents perhaps the most important new research streams in Finance in the last 10 years.

The Behavioral Finance MBA concentration gives students a thorough understanding of the dynamics of asset selection and performance measurement.
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
October 1st for the Winter Quarter
February 1st for the Spring Quarter
April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall
Concentration Requirements

To complete the Behavioral Finance concentration, students must complete the following four courses:

- FIN 523 INVESTMENT ANALYSIS
- FIN 581 THE PSYCHOLOGY OF FINANCIAL DECISION MAKING
- FIN 582 THE PSYCHOLOGY OF FINANCIAL MARKETS
- FIN 583 BEHAVIORAL ASPECTS OF CORPORATE FINANCE

Bilingual-Bicultural Education (MA)

The Bilingual Bicultural Education program offers a comprehensive and in-depth examination of the linguistic, academic, social, and cultural needs of English language learners by addressing second language acquisition and bilingual/ESL educational theory, research, policy, and practice. The foundation of the program rests on the sociopolitical, linguistic, and cultural implications of approaches to language education and language policies. The program offers two concentrations for Illinois State endorsement: Bilingual Education (BE) and English as a Second Language (ESL).

Certification Option

Students seeking the Master’s degree in Bilingual Bicultural Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

Endorsements

- Bilingual Education (BE): Requires an Illinois target language proficiency (TLP) test in addition to the required coursework and field experience hours.
- English as a Second Language (ESL): Must complete the required coursework and field experience hours (does not require a language proficiency test).

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE. All certification guidelines, rules, and requirements can be found on the ISBE website.
Admission Information

Admission Requirements

- A completed College of Education graduate application
- A Bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Statement of purpose indicating professional development goals and related experience (750 words)

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

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

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th
Degree Requirements

Course Requirements

Social and Cultural Foundations Courses: 12 quarter hours required, grade of C or better required

- SCG 408 EDUCATION AND SOCIETY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Bilingual Bicultural Courses: 36 quarter hours required, grade of C or better required

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 407 EQUITY ISSUES IN ASSESSMENT
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 520 RESEARCH METHODS IN BILINGUAL & BICULTURAL STUDIES
- BBE 524 METHODS OF TEACHING ESL
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL

100 Field Experience Hours: Non-credit, non-tuition, PA grade required

- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

- BBE 589 THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION (4 quarter hours)

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.
Bilingual-Bicultural Education (MED)

The Bilingual Bicultural Education program offers a comprehensive and in-depth examination of the linguistic, academic, social, and cultural needs of English language learners by addressing second language acquisition and bilingual/ESL educational theory, research, policy, and practice. The foundation of the program rests on the sociopolitical, linguistic, and cultural implications of approaches to language education and language policies. The program offers two concentrations for Illinois State endorsement: Bilingual Education (BE) and English as a Second Language (ESL).

Certification Option

- Students seeking the Master's degree in Bilingual Bicultural Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

Endorsements

- Bilingual Education (BE): Requires an Illinois target language proficiency (TLP) test in addition to the required coursework and field experience hours.
- English as a Second Language (ESL): Must complete the required coursework and field experience hours (does not require a language proficiency test).

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE. All certification guidelines, rules, and requirements can be found on the ISBE website.

Admission Information

Admission Requirements

- A completed College of Education graduate application
- A Bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- A resume or curriculum vitae
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Statement of purpose indicating professional development goals and related experience (750 words)
Degree Requirements

Course Requirements

Social and Cultural Foundations Courses: 12 quarter hours required, grade of C or better required

- SCG 408 EDUCATION AND SOCIETY
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Bilingual Bicultural Courses: 36 quarter hours required, grade of C or better required

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- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 407 EQUITY ISSUES IN ASSESSMENT
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 520 RESEARCH METHODS IN BILINGUAL & BICULTURAL STUDIES
- BBE 524 METHODS OF TEACHING ESL
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL

100 Field Experience Hours: Non-credit, non-tuition, PA grade required

- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED

Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

- BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION (4 quarter hours, M.Ed. degree only)
- BBE 608 CAPSTONE IN BILINGUAL-BICULTURAL EDUCATION (non-credit, non-tuition, PA grade required)

Capstone project completed in conjunction with faculty advisement.

College Requirements

Dispositions

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- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Biological Sciences (MA)**

A program of study leading to the Master of Arts degree in Biology is designed for students who:

- Have a strong desire to increase their understanding of the life sciences.
- Plan additional education at the master's level for increased proficiency in teaching. This program is not intended for those students pursuing technical and/or laboratory research-related careers, or planning to continue study towards the Ph.D. degree.
Admission Information

For full admission, students will generally have the following:

- Bachelor's degree: major in biological sciences or its equivalent.
- Chemistry: minimum two academic years, including one year of organic.
- General Physics: one year.
- Calculus: one year.
- Working knowledge of computers and of statistics.
- Prerequisite course work completed by the end of the first year of graduate study.
- Transcript of credits.
- Graduate Record Examination Scores.
- Three letters of recommendation from science professors, preferably biology.
- Grade point average of at least 3.0 on a scale of 4.

Degree Requirements

Course Requirements

- BIO 495 INTRODUCTION TO GRADUATE STUDY
- BIO 400 DEVELOPMENT OF TOPICS FOR RESEARCH
- Three courses from the Ecology, Evolution and Population Biology core area
- Three courses from the Genetics, Cell and Molecular Biology core area
- Three courses from the Physiology and Neurobiology core area
- One additional course from any of the core areas

Core Areas of Study

Ecology, Evolution, and Population Biology

- BIO 415 TOPICS IN ECOLOGY
- BIO 417 AQUATIC BIOLOGY
- BIO 420 MICROBIAL ECOLOGY
- BIO 421 MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
- BIO 435 CONCEPTS IN EVOLUTION
- BIO 445 TOPICS IN PALEOBIOLOGY
- BIO 447 TOPICS IN MEDICAL BACTERIOLOGY

Genetics, Cell and Molecular Biology

- BIO 409 PLANT PHYSIOLOGY
- BIO 421 MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
- BIO 425 CELLULAR EVENTS IN THE IMMUNE RESPONSE
- BIO 430 DEVELOPMENTAL BIOLOGY
- BIO 447 TOPICS IN MEDICAL BACTERIOLOGY
- BIO 448 THE BIOLOGY OF INFECTION
- BIO 450 PROBLEMS IN CELL MOTILITY
- BIO 455 GENETIC TOXICOLOGY
- BIO 460 MOLECULAR BIOLOGY
- BIO 461 TOPICS IN MOLECULAR BIOLOGY
- BIO 462 BIOINFORMATICS FOR BENCH SCIENTISTS
- BIO 471 IMMUNOBIOLOGY
- BIO 475 INTRODUCTION TO PHARMACOLOGY
- BIO 380 CANCER BIOLOGY
Physiology and Neurobiology

- BIO 409 PLANT PHYSIOLOGY
- BIO 439 CELLULAR NEUROBIOLOGY
- BIO 440 SYSTEMS NEUROBIOLOGY
- BIO 441 TOPICS IN NEUROBIOLOGY
- BIO 452 ADVANCED COMPARATIVE PHYSIOLOGY
- BIO 465 PRINCIPLES OF TOXICOLOGY
- BIO 475 INTRODUCTION TO PHARMACOLOGY
- BIO 485 MAMMALIAN REPRODUCTION
- BIO 486 INTRODUCTION TO ENDOCRINOLOGY

BIO 490 - Special Topics, as appropriate, may also be approved in one of the three core areas.

Advancement to Candidacy

Based upon results of a qualifying examination taken near the end of the third quarter of the student's first full year of course work.

Final Project Requirement

Based upon an independent library research project under the supervision of a faculty member. Up to four credit hours of BIO 496 RESEARCH may be taken to complete the Final Project.

Program Graduate Academic Student Handbook

Probation

Students are expected to maintain a minimum cumulative grade point average (GPA) of 3.0. If a student's cumulative GPA goes below this minimum the student will be put on probation and will have one quarter to bring their GPA up to the minimum or face dismissal from the program. If the student's GPA goes below the minimum a second time, they will be dismissed from the program.

Dismissal

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, failing a retake of the oral qualifying exam, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their final project (MA) must be enrolled in candidacy continuation during the three quarters of the academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

Readmission

If a student leaves the program for any reason they must reapply to the program unless prior agreement for readmission has been granted by the Director of Graduate Studies in Biology (hereafter, Program Director). A specific timeline for readmission must be specified and agreed to by the Program Director prior to the student leaving the program.

Transfer Credit

Two semester courses or three quarter courses from another institution or program may be accepted as transfer credit upon approval of the Program Director. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director.

Undergraduate Courses

No undergraduate courses will be counted towards the graduate degree.
Graduation Requirements

In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MA degrees, including but not limited to maintaining a minimum cumulative GPA of 3.0.

Graduation with Distinction

The criteria for graduating with distinction are earning a minimum 3.5 cumulative grade point average in graduate level biology courses and the recommendation of the final project/thesis committee.

A final project committee needs to be established by Nov 1 of the student's second year of study. The Advisor and two committee members (typically DePaul faculty members) will read and evaluate final project.

The responsibility of the final project committee is to assess whether the candidate has achieved the following:

- While conducting his/her research the candidate has become an independent thinker and researcher. They have demonstrated problem solving abilities, have been self-motivated, and have shown determination in accomplishing his/her research goals.
- In presenting his/her research the candidate can done a comprehensive review and effectively communicate the key issues associated with their topic. They demonstrate their understanding of the field by effectively answering questions during the final project presentation.
- Has an in depth understanding of the field and synthesized it in a way which points in new/creative experimental and/or analytical directions that have the potential to contribute to new approaches in better understanding the research area.

Biological Sciences (MS)

A program of study leading to the Master of Science degree in Biology designed for students who:

- Have a strong desire to increase their understanding of the life sciences.
- Plan additional education at the master's level for increased proficiency in teaching and/or research.
- Plan to continue study toward the Ph.D. degree.

The master's program provides lecture, laboratory and seminar courses—along with learning experiences in research and undergraduate laboratory assisting, to aid students in achieving their stated goals. Students develop a particular concentration of studies in consultation with their faculty advisor.

Admission Information

For full admission, students will generally have the following:

- Bachelor’s degree: major in biological sciences or its equivalent.
- Chemistry: minimum two academic years, including one year of organic.
- General Physics: one year.
- Calculus: one year.
- Working knowledge of computers and of statistics.
- Prerequisite course work completed by the end of the first year of graduate study.
- Transcript of credits.
- Graduate Record Examination Scores.
- Three letters of recommendation from science professors, preferably biology.
- Grade point average of at least 3.0 on a scale of 4
Degree Requirements

Course Requirements

52 hours of graduate credit including:

- BIO 400 DEVELOPMENT OF TOPICS FOR RESEARCH
- BIO 495 INTRODUCTION TO GRADUATE STUDY
- Eight quarter hours of BIO 498 RESEARCH FOR MASTER'S THESIS
- At least eight additional quarter hours of Research
- At least two courses from the Ecology, Evolution, and Population biology core area
- At least two courses from the Genetics, Cell and Molecular biology core area
- At least two courses from the Physiology and Neurobiology core area

Graduate students are also required to attend all of the seminars presented in the department's Seminar Series.

Core Areas of Study

Ecology, Evolution, and Population Biology

- BIO 415 TOPICS IN ECOLOGY (CROSS-LISTED AS BIO 315)
- BIO 417 AQUATIC BIOLOGY (CROSS-LISTED AS BIO 317)
- BIO 420 MICROBIAL ECOLOGY
- BIO 421 MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
- BIO 435 CONCEPTS IN EVOLUTION
- BIO 445 TOPICS IN PALEOBIOLGY
- BIO 447 TOPICS IN MEDICAL BACTERIOLOGY

Genetics, Cell and Molecular Biology

- BIO 409 PLANT PHYSIOLOGY
- BIO 421 MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
- BIO 425 CELLULAR EVENTS IN THE IMMUNE RESPONSE
- BIO 430 DEVELOPMENTAL BIOLOGY
- BIO 447 TOPICS IN MEDICAL BACTERIOLOGY
- BIO 448 THE BIOLOGY OF INFECTION
- BIO 450 PROBLEMS IN CELL MOTILITY
- BIO 455 GENETIC TOXICOLOGY
- BIO 460 MOLECULAR BIOLOGY
- BIO 461 TOPICS IN MOLECULAR BIOLOGY
- BIO 462 BIOINFORMATICS FOR BENCH SCIENTISTS
- BIO 471 IMMUNOBIOLOGY (CROSS-LISTED AS BIO 370)
- BIO 475 INTRODUCTION TO PHARMACOLOGY
- BIO 480 CANCER BIOLOGY

Physiology and Neurobiology

- BIO 409 PLANT PHYSIOLOGY
- BIO 439 CELLULAR NEUROBIOLOGY (CROSS-LISTED AS BIO 339)
- BIO 440 SYSTEMS NEUROBIOLOGY (CROSS-LISTED AS BIO 340)
- BIO 441 TOPICS IN NEUROBIOLOGY
- BIO 452 ADVANCED COMPARATIVE PHYSIOLOGY
- BIO 465 PRINCIPLES OF TOXICOLOGY
- BIO 475 INTRODUCTION TO PHARMACOLOGY
- BIO 485 MAMMALIAN REPRODUCTION
- BIO 486 INTRODUCTION TO ENDOCRINOLOGY (CROSS-LISTED AS BIO 386)

BIO 490 SPECIAL TOPICS, as appropriate, may also be approved in one of the three core areas.

Advancement to Candidacy
Based upon the results of a qualifying examination taken near the end of the third quarter of the student’s first full year and earning grades of B or better on graduate courses taken during the first year. Participation in undergraduate laboratory instruction is strongly encouraged.

**Thesis Requirement**

Results based upon an independent laboratory investigation.

**Final Examination Requirement**

An oral examination, including presentation of a seminar based on the M.S. thesis research, and a period of questioning on the thesis, the area of research which the thesis addresses, and basic biology as it relates to the thesis area.

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**Dismissal**

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic integrity, breaches of the code of student responsibility, failing a retake of the oral qualifying exam, or lack of progress towards degree completion. Students who have completed their coursework, but who are still working on their thesis (MS) must be enrolled in candidacy continuation during the three quarters of the academic school year. Failure to enroll in candidacy continuation will result in dismissal from the program.

**Readmission**

If a student leaves the program for any reason they must reapply to the program unless prior agreement for readmission has been granted by the Director of Graduate Studies in Biology (hereafter, Program Director). A specific timeline for readmission must be specified and agreed to by the Program Director prior to the student leaving the program.

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**Undergraduate Courses**

No undergraduate courses will be counted towards the graduate degree.

**Graduation Requirements**

In order to graduate, students must satisfy the degree requirements as specified in the course catalog for MS degrees, including but not limited to maintaining a minimum cumulative GPA of 3.0.

**Graduation with Distinction**

The criteria for graduating with distinction are a minimum 3.5 cumulative GPA in graduate level biology courses and the recommendation of the thesis committee.

In order for the thesis committee members to have sufficient input into the development of the thesis research
and to be able to properly assess the candidate’s abilities and effort, the thesis committee must be formed and have met once by November 1, of the candidate’s second year of graduate study. The thesis committee will consist of the Thesis Advisor and two additional members (typically DePaul biology faculty).

The responsibility of the thesis committee is to assess whether the candidate has achieved the following:

- While conducting his/her research the candidate has become an independent thinker and researcher. They have demonstrated problem solving abilities, have been self-motivated, and have shown determination in accomplishing his/her research goals.
- In presenting his/her research the candidate can interpret their results, understand the limitations of their work, effectively communicate their work, and put their work into the larger context of their field.
- The completed thesis/final project represents a significant contribution, which is clearly above average.

Brand and Product Management (MBA)

The concentration in Brand and Product Management is designed to help students learn to manage brands and brand-related assets. After completing the concentration, students will be able to:

- Manage existing brands
- Plan, develop, launch, and manage new brands
- Assess brand equity
- Understand the current branding environment
- Use analytic, creative and organizational skills
- Understand advertising and promotion management

This concentration is targeted toward the following types of professionals:

- Marketing professionals interested in acquiring expertise in brand and product management
- Advertising professionals interested in learning about brands and brand and product management
- Brand Managers, Assistant Brand Managers, and Brand Associates

The Brand and Product Management MBA concentration is designed to help students learn to manage brands and brand-related assets.

Admission Information

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the
Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**
A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.
While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O’Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O’Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

Students complete the Brand and Product Management concentration by taking the following six courses:

- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 541 BRAND MANAGEMENT
- MKT 542 BRAND CULTURE
- MKT 545 CONSUMER BEHAVIOR
- MKT 575 ADVERTISING AND SALES PROMOTION MANAGEMENT
- MKT 583 MONETIZING MARKETING STRATEGY
Business Information Technology (MS)

The Master of Science in Business Information Technology is a joint degree between College of Computing and Digital Media (CDM) and the Kellstadt Graduate School of Business (KGSB).

The Master of Science in Business Information Technology prepares students to meet today's need for individuals who understand the core principles of both business and technology in corporations, health care institutions, and government agencies. Many of these people work as liaisons between the Information Technology department and a functional business unit. Others work within departments that are information dependent and rely heavily on information technology. The program provides a solid base for those interested in moving their career forward through project management or information technology management positions. The program also provides students a selection of courses for a business foundation.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

CDM Foundation Courses

- IS 421 SYSTEMS ANALYSIS
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 500 INFORMATION TECHNOLOGY LEADERSHIP *

Kellstadt Foundation Courses

- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR *
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

* Students are not allowed to take both IS 500 and MGT 500 to satisfy Foundation Course requirement.

Major Elective Courses
Student takes 5 electives. Two of which must be at the 500-level. Students are permitted to take any course numbered 421-599 prefixed CNS***, CSC***, ECT***, HCI***, IS***, IT***, or TDC*** and the Kellstadt courses included below, for which the students meet prerequisite requirements. Students are advised, but not required to select all or most electives from one of the following clusters. Students who do not find a cluster matching their career goals should consult with their faculty advisor or an IS faculty member to develop a customized plan.

**IT Analysis**

- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 435 ORGANIZATIONAL MODELING
- IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 536 ENTERPRISE CLOUD COMPUTING
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 560 ENTERPRISE SYSTEMS
- IS 565 IT OUTSOURCING
- CSC 451 DATABASE DESIGN
- MIS 683 INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE*

**IT Consulting**

- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 560 ENTERPRISE SYSTEMS
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- IS 536 ENTERPRISE CLOUD COMPUTING
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 565 IT OUTSOURCING
- CSC 451 DATABASE DESIGN
- ACC 535 ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)*
- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT*
- MGT 506 DECISION MAKING FOR MANAGERS*
- MKT 595 INTERNET AND INTERACTIVE MARKETING*

**IT Management**

- IS 483 INFORMATION SERVICES AND OPERATIONS
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 560 ENTERPRISE SYSTEMS
- IS 536 ENTERPRISE CLOUD COMPUTING
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 565 IT OUTSOURCING
- ACC 535 ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)*
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING*
- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT*
- MGT 506 DECISION MAKING FOR MANAGERS*
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT*
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY*

**IT Project Management**

- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 560 ENTERPRISE SYSTEMS
- IS 565 IT OUTSOURCING
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- CSC 451 DATABASE DESIGN
- MGT 506 DECISION MAKING FOR MANAGERS*

**Information Security Compliance**

- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
• IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
• IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
• IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
• IS 560 ENTERPRISE SYSTEMS
• IS 536 ENTERPRISE CLOUD COMPUTING
• CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE

*Kellstadt course - contact advisor to register.

Capstone

• IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES
  or PM 577 IT PORTFOLIO MANAGEMENT AND STRATEGIES
  or ECT 589 E-BUSINESS STRATEGIES

Degree Requirements

Students in this degree program must meet the following requirements:

• Complete a minimum of 52 graduate credit hours in the designated degree program.
• Complete all graduate courses and requirements listed in the designated degree program.
• Earn a grade of C- or better in all courses of the designated degree program.
• Maintain a cumulative GPA of 2.5 or higher.
• Students pursuing a second master's degree must complete a minimum of *53 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

Business Strategy and Decision Making (MBA)

The Business Strategy and Decision-Making MBA concentration is for students seeking to understand and predict the success and failure of their own business as well as their competitors' businesses.

Admission Information

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Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process.
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for
the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application
has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited
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be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited
institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation
program. Applicants to the Master of Science in Human Resources Management and the Master of Science in
Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As
with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three
application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and
you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in
January, and applicants should expect to receive an admission decision approximately 4 weeks after their
application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first
two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the
incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space
available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
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Applicants educated outside the United States must submit their applications one month prior to the above
deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university
attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted
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Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O’Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O’Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

This three course concentration is ideal for those seeking to understand and predict the success and failure of their own business as well as their competitors’ businesses, for those seeking to improve the performance of their business, and for individuals interested in the effect of government policy on corporate decision-making.

- ECO 526 BUSINESS STRATEGY
- ECO 525 STRATEGIC DECISION MAKING AND GAME THEORY
Choose one of the following
- ECO 798 SPECIAL TOPICS : Economics of Innovation
- ECO 527 BUSINESS REGULATION AND ANTITRUST
- ECO 515 MICROECONOMICS OF MARKET ORGANIZATION

Chemistry (MS)

The degree of Master of Science in Chemistry is designed to prepare students for advanced work in the profession of Chemistry or Biochemistry and for further graduate study.

Admission Information

Admission Requirements

For admission, students must have the following:

- B.S. degree (or equivalent) in Chemistry
- Undergraduate G.P.A. of at least 2.75/4.00
- At least two letters of recommendation
- TOEFL score of at least 590. (International students with a TOEFL score between 540 and 590 who otherwise meet entrance requirements may be admitted conditionally into a joint program with DePaul's English Language Academy (ELA). Students have up to three quarters (one year) to study English intensely and raise their TOEFL score to 590, at which time they may begin the Chemistry M.S. program. For questions about this program, contact either the graduate program director or the ELA director.)

Degree Requirements

Course Requirements

Graduate Common Core (9 courses/32 credit hours):

- Six out of eight common core courses (6 courses/24 credit hours)
  - CHE 422 ADVANCED INORGANIC CHEMISTRY I
  - CHE 424 ADVANCED INORGANIC CHEMISTRY II
  - CHE 442 ADVANCED BIOCHEMISTRY I
  - CHE 444 ADVANCED BIOCHEMISTRY II
  - CHE 450 ADVANCED ORGANIC CHEMISTRY I
  - CHE 452 ADVANCED ORGANIC CHEMISTRY II
  - CHE 470 ADVANCED PHYSICAL CHEMISTRY I
  - CHE 472 ADVANCED PHYSICAL CHEMISTRY II
- One Advanced Probability and Statistics Course (1 course/4 credit hours)
  - CHE 490 ADVANCED PROBABILITY AND STATISTICS
- Two 2-credit-hour special topics courses from the following list (2 courses/4 credit hours)
Track Requirements

In addition to the 9 courses at 32 credit hours in the Graduate Common Core, Chemistry students must complete the requirements within their chosen track: Thesis Track or Non-Thesis Track.

**Thesis Track**

- CHE 497 RESEARCH (minimum of 12 credit hours)

In addition, M.S. thesis students must write a thesis based on their research project and successfully pass a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry.

**Non-Thesis Track**

**Standard Track (Non-Thesis)**

- Any three courses as 12 credit hours taken from options for other tracks.
- No more than three 300-level four credit hour courses may be taken for graduate credit toward M.S.

**Analytical/Physical Chemistry Track (Non-Thesis)**

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 310 NUCLEAR CHEMISTRY
  - CHE 318 BIOPHYSICAL CHEMISTRY
  - CHE 474 ADVANCED QUANTUM MECHANICS
  - CHE 476 COMPUTATIONAL CHEMISTRY/CHE 477 COMPUTATIONAL CHEMISTRY LABORATORY
- No more than three 300-level four credit hour courses may be taken for graduate credit toward M.S.

**Biochemistry / Medicinal Chemistry Track (Non-Thesis)**

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 318 BIOPHYSICAL CHEMISTRY
  - CHE 348 CHEMICAL BIOLOGY
  - CHE 360 MEDICINAL CHEMISTRY
  - CHE 362 DRUGS AND TOXICOLOGY
  - CHE 364 NUTRITION
  - CHE 474 ADVANCED QUANTUM MECHANICS
  - CHE 476 COMPUTATIONAL CHEMISTRY/CHE 477 COMPUTATIONAL CHEMISTRY LABORATORY
- No more than three 300-level four credit hour courses may be taken for graduate credit toward M.S.

**Polymer/Coatings Technology Track (Non-Thesis)**

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 430 POLYMER SYNTHESIS
  - CHE 431 POLYMER SYNTHESIS LABORATORY
  - CHE 432 PHYSICAL CHEMISTRY OF POLYMERS
  - CHE 434 POLYMER CHARACTERIZATION
  - CHE 435 POLYMER CHARACTERIZATION LABORATORY
  - CHE 436 POLYMER TECHNOLOGY
  - CHE 438 MATERIAL SCIENCE
- No more than three 300-level four credit hour courses may be taken for graduate credit toward M.S.

Synthetic Chemistry Track (Non-Thesis)

- Any three courses from the following list for a total of 12 credit hours:
  - CHE 320 INTERMEDIATE INORGANIC CHEMISTRY /CHE 321 INTERMEDIATE INORGANIC CHEMISTRY LABORATORY
  - CHE 326 INTERMEDIATE ORGANIC CHEMISTRY /CHE 327 INTERMEDIATE ORGANIC CHEMISTRY LABORATORY
  - CHE 360 MEDICINAL CHEMISTRY
  - CHE 378 APPLIED SPECTROSCOPY
  - CHE 430 POLYMER SYNTHESIS
  - CHE 431 POLYMER SYNTHESIS LABORATORY
  - CHE 434 POLYMER CHARACTERIZATION
  - CHE 435 POLYMER CHARACTERIZATION LABORATORY

- No more than three 300-level four credit hour courses may be taken for graduate credit toward M.S.

Program Graduate Academic Student Handbook

Probation and Dismissal

Students must maintain a minimum cumulative GPA of 2.75 to remain in and graduate from the program. A student whose GPA falls below 2.75 will be placed on academic probation and given one academic quarter to raise the cumulative GPA to 2.75 or above.

All students are expected to adhere to the Code of Student Responsibility as outlined in the Graduate Student Handbook. Any violation of the Code of Student Responsibility is considered very serious and is grounds for probation or dismissal at the discretion of the Chemistry Graduate Committee.

Conditional Admission

An applicant may be admitted conditionally to the program at the discretion of the Chemistry Graduate Committee for one or more of the following reasons:

- Undergraduate GPA is less than 2.75 but the student has shown considerable promise in other areas (such as research).
- The applicant is missing one or two of the required courses but otherwise has met all of the criteria for admission; the applicant will be required to complete the missing coursework either at DePaul or comparable institution as a condition prior to taking graduate courses for which the missing course(s) is(are) prerequisite.

The Chemistry Graduate Committee will consider other circumstances not included in the above list on an individual basis.

Transfer Credit

Up to 12 quarter hours of coursework may be accepted as transfer credit towards the M.S. degree for courses taken at another institution or through another program that articulate with current courses in the chemistry graduate program. Credits applied toward any degree at another institution will not be accepted.

Graduation with Distinction

Students may graduate “with distinction” by earning a minimum cumulative GPA of 3.75 for coursework applied toward the chemistry graduate program, or on the recommendation of the thesis defense committee.
Cinema (MFA)

The Master of Fine Arts in Cinema is the terminal degree in digital filmmaking. The MFA program is a highly selective program that culminates in the successful completion of the MFA thesis project, a public presentation of the thesis project, and a defense of the thesis to the student's MFA Advisor Committee.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Foundation Courses

- DC 460 DIGITAL CINEMA PROSEMINAR (8 credit hours)
- DC 461 PRODUCTION WORKSHOP
- DC 462 DIRECTING WORKSHOP

Theory Courses

- DC 502 STORY STRUCTURES
- DC 476 VISUAL DESIGN
- 1 course from the following list:
  - DC 421 PRODUCTION DESIGN
  - DC 422 EDITING STYLES AND TECHNIQUES
  - DC 431 CINEMA MOVEMENTS AND MANIFESTOS
  - DC 451 MODES OF DIGITAL DISTRIBUTION
  - DC 470 ADVANCED TOPICS IN CINEMA
  - DC 481 DISTRIBUTION AND EXHIBITION
  - DC 485 PRODUCING
  - DC 489 THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY

Production Courses

- DC 401 WRITING THE SHORT MOTION PICTURE
- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 420 EDITING II
- DC 423 PRE-PRODUCTION FOR CINEMA
- DC 475 ADVANCED CINEMATOGRAPHY
- DC 495 DIRECTING THE SHORT MOTION PICTURE

Major Elective Courses

Students must choose any 2 graduate level DC, ANI or VFX production or theory courses.
Thesis Course
DC 565 THESIS DEVELOPMENT

MFA Thesis

The MFA Thesis shall be a major artistic digital project. Although there is no prescribed length for the thesis, the following should be used as guidelines:

- For live action projects, 15-35 minutes. (15-20 minute films tend to get the best festival play). Films longer than 35 minutes usually do not qualify for the SAG student film waiver. The Digital Cinema faculty encourages students to produce feature length films.
- For animation projects, 10 minutes or more.

Student's MFA Advisor Committee

During this phase students are supervised by their MFA Advisor Committee. The student's MFA Advisor Committee shall have a Chair and a minimum of two other members. The Chair (who was the student's advocate during the selection process) and one committee member must be full-time Digital Cinema Faculty. After assembling an MFA Advisor Committee the student will advise the Chair of the Digital Cinema MFA Committee of the composition of that committee. Students will work closely with the Chair of their committee in planning and completing the MFA thesis.

MFA Thesis Screening

A major component of the MFA degree is the public screening of the MFA thesis. It is the student's responsibility to organize, schedule, promote and publicize this screening.

MFA Thesis Defense

At some point following the public screening the student will schedule a thesis defense with his/her MFA Advisor Committee. At this defense the student's MFA Advisor Committee will discuss, evaluate, and critique the thesis and make a determination on the awarding of the MFA degree.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 64 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

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

Cinema Production (MS)

The Master of Science in Cinema Production degree emphasizes the technical and technology-based topics and practices of digital cinema. Such topics and practices include post-production editing of video and audio, the integration of video and audio, special effects and computer-generated imaging, and modes of digital distribution. The degree concentrates on the advanced study and skills application of all aspects of digital filmmaking including cinematography, editing, visual effects, and sound design. The emphasis of the program is on the individual student's skills development as a digital filmmaker or post-production professional.

Students in this program will acquire a broad set of skills including but not limited to:
● Post-production editing of video and audio
● The integration of video and audio
● Visual effects
● Digital distribution

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Foundation Courses

● DC 460 DIGITAL CINEMA PROSEMINAR
● DC 415 POST-PRODUCTION SOUND DESIGN
● DC 420 EDITING II
● DC 475 ADVANCED CINEMATOGRAPHY

Production Courses

● DC 410 DIGITAL CINEMA PRODUCTION II
● DC 425 COLOR CORRECTION
● DC 477 ADVANCED LIGHTING AND CAMERA MOTION
● DC 413 PRODUCTION SOUND
● VFX 478 DIGITAL COMPOSITING II

Major Elective Courses

Students in this program must choose any 3 DC, VFX or ANI graduate-level courses excluding DC 450, DC 460-462, DC 495.

Degree Requirements

Students in this degree program must meet the following requirements:

● Complete a minimum of 52 graduate credit hours in the designated degree program.
● Complete all graduate courses and requirements listed in the designated degree program.
● Earn a grade of C- or better in all courses in the designated degree program.
● Maintain a cumulative GPA of 2.5 or higher.
● Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate Handbook.
Psychology - Clinical (MA)

DePaul University's Clinical Psychology program prepares students to become excellent researchers and clinicians who have a firm grounding in the theory, research, and practice of psychology.

The Clinical Psychology Program (which includes both Child and Community tracks) is one of four Ph.D. programs in the Department of Psychology at DePaul University. The American Psychological Association (APA) first accredited the Clinical Program in 1976, and it has held continuous APA accreditation since then. The Clinical Program trains students within the scientist-practitioner model, providing training in both research and practice.

The Clinical Program has four broad program goals:

- To educate students broadly and generally about psychology and instill a commitment to life-long learning
- To prepare graduates with knowledge and skills to engage in and shape research and scholarship
- To prepare graduates for diverse leadership career paths in the practice of clinical psychology and more in-depth preparation in child and/or community applications and policy
- To prepare graduates to work in the public sector, in an urban environment, with diverse ethnic and socio-economic populations, and with those who have been traditionally underserved by psychology

Program objectives are for students to acquire understanding and competence in psychological theory, research, and practice, with particular attention to developmental psychopathology, community psychology, evidence-based treatments, dissemination, and program evaluation with children, adolescents, and families of diverse backgrounds. Our program's diversity focus is intended to promote students' understanding about the societal and systemic/ecological forces that have contributed to current manifestations of inequality for many diverse groups such as for poor, urban, and ethnically diverse populations and on how these conditions influence mental health, family/community processes, and access to mental health services.

Admission Information

Please note these are not considered terminal degrees and students are not admitted for the M.A. program only.

Admission Requirements

The department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited. Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:

- Bachelor's degree (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average
- Minimum of 32 quarter hours (24 semester hours) in psychology. This total should include a three semester hour (four quarter hour) elementary statistics course as well as a course in experimental psychology. A course in History and Systems is also desirable.
- The departmental graduate admission committee will determine, on the basis of a consideration of each student's proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient for advanced study.
- Official Graduate Record Examination results of the Verbal and Quantitative tests. It is highly recommended
that you also submit scores from the Subject Test in Psychology, although it is not required.

- Three letters of recommendation from academic sources.
- Vita/Resume

Students considering application to the M.A.-Ph.D. programs in Clinical Psychology should be aware of the following:

Over 400 students applied to the doctoral program in clinical psychology last year for an incoming class of 6-7 students. Students apply to either the child track or the community track, and committees are established in each of these tracks to review applications. The clinical faculty wishes applicants to know that the faculty carefully evaluate all the application materials and emphasize the following criteria:

Completeness of credentials

When important pieces of information, such as transcripts, are lacking, the application is rejected. Approximately one applicant in seven is rejected on this basis. Application materials should be complete by December 1.

GRE scores and Grade Point Average

Typically, successful applicants to our program have an undergraduate GPA of at least 3.5 (B+) and a strong combined GRE score.

Undergraduate preparation

Students are expected to have had courses in statistics, experimental psychology, abnormal psychology, and other areas in psychology to enable advanced study in this field. A course in history and systems is also suggested. A total of eight undergraduate courses in psychology is required.

Prior graduate study

The program considers students with prior graduate study in clinical psychology or closely related fields. Minimal transfer credit is available for prior graduate work, but waiver of requirements is often possible. Each student's previous academic record is individually reviewed.

Interests

The clinical program emphasizes training in Clinical Child and Clinical Community Psychology. Obviously those who have no special interest in those areas would be better served elsewhere. Further, we accept only those applicants who intend to work toward the doctorate and do not consider applicants for a terminal master's degree.

Diversity

The Clinical faculty strongly encourages applications from minority students. About one-third of the graduate students in clinical psychology admitted in the last three years were members of minority groups.

Degree Requirements

Course Requirements

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY

Statistics and Methodology Courses
• PSY 410 ADVANCED STATISTICS I
• PSY 411 ADVANCED STATISTICS II
• One course from the following list:
  o PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  o PSY 419 FACTOR ANALYSIS AND PATH MODELING
• PSY 420 ADVANCED RESEARCH METHODOLOGY

Additional Courses

• PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
• PSY 482 PERSONALITY ASSESSMENT
• PSY 484 BEHAVIORAL ASSESSMENT
• PSY 486 ADVANCED PSYCHOPATHOLOGY
• PSY 488 PRINCIPLES OF PSYCHOTHERAPY
• PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
• PSY 500 PROFESSIONAL ETHICS (2 credit hours)
• PSY 520 PRINCIPLES OF HUMAN DIVERSITY
• PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (3 quarters, 0 credit hours)
• PSY 577 PRACTICUM IN CLINICAL ASSESSMENT, PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY, PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (3 quarters, 0 credit hours)
• PSY 590 THESIS SEMINAR (0 credit hours)
• PSY 597 MASTER'S THESIS RESEARCH
• Two Additional 4 credit hour courses

Degree Candidacy

Each student is evaluated on his or her progress in the program each year of graduate study. Only those students who have given evidence of satisfactory academic performance as graduate students will be advanced. After M.A. conferral and passing of comprehensive exam, students will be matriculated into the Ph.D. program and admitted to doctoral candidacy. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis

Complete a thesis on a topic approved by the department.

Thesis Examination

The examination, in the field of the graduate student, may be, but is not necessarily, limited to a defense of the student's thesis.

Clinical Practicum

Three quarters of clinical practicum need to be successfully completed. The director of clinical training must approve the practicum placement in advance.

Psychology - Clinical (PhD)

DePaul University's Clinical Psychology program prepares students to become excellent researchers and clinicians who have a firm grounding in the theory, research, and practice of psychology.

The Clinical Psychology Program (which includes both Child and Community areas of emphasis or tracks) is one of four Ph.D. programs in the Department of Psychology at DePaul University. The American Psychological Association (APA) first accredited the Clinical Program in 1976, and it has held continuous APA accreditation since then. The Clinical Program trains students within the scientist-practitioner model, providing training in both research and practice.

The Clinical Program has four broad program goals:
To educate students broadly and generally about psychology and instill a commitment to life-long learning
To prepare graduates with knowledge and skills to engage in and shape research and scholarship
To prepare graduates for diverse leadership career paths in the practice of clinical psychology and more in-depth preparation in child and/or community applications and policy
To prepare graduates to work in the public sector, in an urban environment, with diverse ethnic and socio-economic populations, and with those who have been traditionally underserved by psychology

Program objectives are for students to acquire understanding and competence in psychological theory, research, and practice, with particular attention to developmental psychopathology, community psychology, evidence-based treatments, dissemination, and program evaluation with children, adolescents, and families of diverse backgrounds. Our program's diversity focus is intended to promote students' understanding about the societal and systemic/ecological forces that have contributed to current manifestations of inequality for many diverse groups such as for poor, urban, and ethnically diverse populations and on how these conditions influence mental health, family/community processes, and access to mental health services.

Admission Information

Students holding a bachelor's degree are not admitted directly into doctoral programs. Admission to Doctoral candidacy is predicated upon successful completion of all required MA coursework, successful completion and defense of an empirical thesis before a committee of faculty, and successful completion of either the Comprehensive Exam or an approved Comprehensive (Alternative) Project. These requirements must be met within four (4) years of admission to the MA/PhD program for a student to be considered for Doctoral Candidacy.

Degree Requirements

Course Requirements

Minimum of 106 quarter hours beyond the bachelor's degree, including the following:

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 461 HISTORY AND SYSTEMS OF PSYCHOLOGY
- PSY 481 INDIVIDUAL INTELLIGENCE TESTING I
- PSY 482 PERSONALITY ASSESSMENT
- PSY 484 BEHAVIORAL ASSESSMENT
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 488 PRINCIPLES OF PSYCHOTHERAPY
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 500 PROFESSIONAL ETHICS (2 credit hours)
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 565 PROFESSIONAL DEVELOPMENT SEMINAR (6 quarters, 0 credit hours)
- PSY 577 PRACTICUM IN CLINICAL ASSESSMENT , PSY 578 PRACTICUM IN CLINICAL PSYCHOLOGY, and PSY 579 PRACTICUM IN CHILD CLINICAL PROCEDURES (3 quarters, 0 credit hours)
- PSY 583 PRACTICUM IN COMMUNITY MENTAL HEALTH, PSY 584 PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY, and PSY 585 FIELDWORK IN COMMUNITY SETTINGS (6 quarters, 0 credit hours)
- PSY 590 THESIS SEMINAR (3 quarters, 0 credit hours)
- PSY 596 INTERNSHIP IN CLINICAL PSYCHOLOGY (5 quarters, 0 credit hours)
- PSY 597 MASTER'S THESIS RESEARCH
Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- One from the following list:
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 ADVANCED RESEARCH METHODOLOGY

Area of Emphasis

The student is required to take additional courses consistent with an area of emphasis.

Clinical Child Additional Required Courses/ Clinical Community Electives

- PSY 454 BEHAVIOR MODIFICATION
- PSY 491 TREATMENT METHODS WITH CHILDREN
- PSY 562 SEMINAR IN FAMILY THERAPY
- PSY 570 SEMINAR IN PSYCHOTHERAPY RESEARCH

Clinical Community Additional Required Courses/ Clinical Child Electives

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 568 SEMINAR IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- PSY 585 FIELDWORK IN COMMUNITY SETTINGS (0 credit hours)

General Electives

- PSY 416 METHODS IN QUALITATIVE RESEARCH
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 483 ADVANCED PSYCHODIAGNOSTICS
- PSY 489 GROUP PSYCHOTHERAPY
- PSY 511 HEALTH PSYCHOLOGY
- PSY 550 SEMINAR IN TEACHING PSYCHOLOGY (0 credit hours)
- PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED WITH MLS 478/WGS 470)
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY

Other Program Requirements

Clinical Practica

Nine quarters of clinical practicum need to be completed. The director of clinical training must approve the practicum placement in advance.

Doctoral Candidacy Examination

Designed to assess the student’s general knowledge of clinical psychology and the student’s area of emphasis (child or community). The examination is given in two sections. One section consists of an examination in the areas represented by the required courses in Clinical Psychology. A second section consists of an examination in the student’s area of clinical child or clinical community emphasis. An alternative to the Doctoral Candidacy Examination is to complete a major comprehensive review paper based on the literature within an area relevant to the field of Clinical Psychology. This paper must be submitted for publication in a peer-reviewed Clinical Psychology journal.

Admission to Doctoral Candidacy

Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than five years from this date to complete requirements for the doctorate or they will be dismissed from the program.

Candidacy Continuation

Registration in course(s) or candidacy continuation required each quarter between admission to candidacy and...
graduation.

**Internship**

One-year internship in a facility approved by the director of clinical training. Student's fifth or sixth year in the program is usually the internship year.

**Dissertation**

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy approved.

**Oral Examination**

Student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization of the dissertation.

**Time Limitations**

1. Between admission to the doctoral program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final doctoral oral examination: not less than eight months and not more than five years, or dismissal from program ensues.

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**Psychology - Community (MA)**

The Community program seeks to achieve four inter-related goals in training, specifically:

1. Provide students with a breadth of knowledge—theoretical and applied—in community psychology.
2. Provide statistical and methodological foundations in general psychology to demonstrate competence in core areas within the discipline.
3. Provide skills to engage communities and contribute to new developments in the field of community psychology.
4. Provide for the specific needs of the students and the communities they will serve.

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**Admission Information**

Please note this is not considered a terminal degree and students are not admitted for the M.A. program only.

**Admission Requirements**

The department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited. Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:

- Bachelor's degree (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average
- Minimum of 32 quarter hours (24 semester hours) in psychology. This total should include a three
semester hour (four quarter hour) elementary statistics course as well as a course in experimental
psychology. A course in History and Systems is also desirable.

- The departmental graduate admission committee will determine, on the basis of a consideration of each
  student’s proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient
  for advanced study.
- Official Graduate Record Examination results of the Verbal and Quantitative tests. It is highly recommended
  that you also submit
  scores from the Subject Test in Psychology, although it is not required.
- Three letters of recommendation from academic sources.
- Vita/Resume

Students considering application to the M.A.–Ph.D. program in Community Psychology should be aware of the
following:

Each year, the community psychology program can accept three or four new students. All application materials
are carefully evaluated, with emphasis on the following criteria.

**Completeness of credentials**

Applicant files that are not complete by the January 5th deadline cannot be evaluated, and thus those applicants
must be rejected. GRE scores and grade point average: While numerical standards are not followed rigidly,
students are expected to have an undergraduate GPA well above 3.4 as well as strong GRE scores.

**Preparation**

Students are expected to have had courses in statistics, experimental psychology, and other core areas of
psychology. While an undergraduate class in community psychology is not required, such a class is helpful.
Strong research skills and experience are highly recommended, and field experience is also considered a plus.
Credit for students entering with a master’s degree in Community Psychology or a related field is considered on
a case-by-case basis.

**Diversity**

The Community faculty strongly encourages applications from minority students.

**Interests**

The community psychology program has an ecological-community orientation that emphasizes a public health
model rather than a clinical or medical model. Those having interests in traditional clinical work would not find
the community program a good fit. Students accepted in the community program are ineligible to transfer into
the clinical psychology program. Successful applicants have been those whose personal statements reflect an
understanding of the nature and content of the field, compatible goals, strong GREs and GPAs, sound research
skills, and very good letters of recommendation. We accept only those applicants who intend to work toward the
doctoral degree. Students who desire a terminal master’s degree are not admitted.

**Degree Requirements**

**Course Requirements**

**Core Courses**

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 568 SEMINAR IN COMMUNITY PSYCHOLOGY OR PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION

**Statistics and Methodology Courses**

- PSY 410 ADVANCED STATISTICS I
• PSY 411 ADVANCED STATISTICS II
• One from the following list:
  o PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  o PSY 419 FACTOR ANALYSIS AND PATH MODELING
  o PSY 558 SEMINAR IN ADVANCED STATISTICS
• PSY 420 ADVANCED RESEARCH METHODOLOGY

Degree Candidacy

Admission to the doctoral program is dependent upon satisfactory evaluations in each of the following three (3) areas:

1. Coursework performance
2. Master's Thesis defense and
3. Successful completion of the Comprehensive Exam or Comprehensive Alternative Project

If the student has been involved in an outside practicum or fieldwork, appropriate persons at that site may be asked to contribute to the student's evaluation. Academic performance is based on a student's grade point average, incomplete, and comments made by faculty who have worked with the student in a classroom setting. A 3.0 GPA is the minimal expectation for good-standing status in the program. Assessment of research performance is based on evaluations by the professor(s) for whom the student is working or has worked.

Research Thesis

Complete a thesis on a topic approved by the department.

Thesis Examination

The examination, in the field of the graduate student, may be, but is not necessarily, limited to a defense of the student's thesis.

Psychology - Community (PhD)

The Community Psychology Program prepares students to become excellent researchers, intervention specialists, consultants, and program evaluators who have a firm grounding in the theory, research, and practice of Community Psychology.

Our training program has a special focus on working with underserved, minority populations (e.g., low-income urban children, adolescents, families, and adults) and community-based organizations. We invite you to explore our website so that you can find out more about our program.

We believe there is a need to equip students with psychological skills that are targeted toward non-individually oriented topics, such as community and organizational change, and evaluators of social policy. Students in the Community Ph.D. program will be trained in research methodologies to be applied to social and community interventions. These students will gain an understanding of social-community change from a public health perspective rather than a traditional individual-counseling orientation and will be collaborating with either community agencies, not-for-profit groups or grass-roots organizations. Their principle roles are in research, evaluation, program development and other non-clinical activities.

The community psychology program utilizes a unique approach toward training graduate students. The program will stress training community professionals who work in the public or private sector with diverse gender, ethnic, racial, and sexual orientation populations. This program exemplifies the mission of DePaul University through its strong emphasis on service to others. An objective of training will be to provide graduate students with educational and practical skills for scientific and leadership development as community advocates of social justice and empowerment. The Community faculty and supervisors have both an intra- and interdisciplinary orientation, including but not limited to, social, experimental, and feminist psychology, plus sociology and public service.

The Community program seeks to achieve four inter-related goals in training, specifically:

1. Provide students with a breadth of knowledge in the content of Community Psychology
2. Provide statistical and methodological foundations in general psychology to demonstrate competence in core areas within the discipline
3. Provide the means to contribute to new developments in the field of Community Psychology and the social basis of behavior
4. Provide for the specific needs of the students and the communities they will serve

Since the Community Program has an ecological-community orientation that emphasizes a public health model rather than a clinical or medical model, those who have no specific interest in this area would be better served by another program. In particular, those having interests in traditional clinical work would not find the community program a good fit. Students accepted in the Community program are ineligible to transfer into the clinical program.

Using a research-in-action training model, our program focuses on providing students with the theory, knowledge, skills, and experience to work effectively with underserved communities to promote positive change, to examine the interaction between the individual and the environment, and to understand how contextual issues affect individuals and communities. Specifically, we train students to do the following:

- Develop, implement, and evaluate preventive interventions
- Conduct action research that will help us to better understand and address social problems
- Evaluate community-based programs to help them gather information that will lead to better service provision to disadvantaged populations
- Consult with non-profit social service organizations to build organizational capacity
- Teach and conduct community research in college and university settings.

**Admission Information**

Students holding a bachelor’s degree are not admitted directly into doctoral programs. Admission to Doctoral candidacy is predicated upon successful completion of all required MA coursework, successful completion and defense of an empirical thesis before a committee of faculty, and successful completion of either the Comprehensive Exam or an approved Comprehensive (Alternative) Project. These requirements must be met within four (4) years of admission to the MA/PhD program for a student to be considered for Doctoral Candidacy.

**Degree Requirements**

**Course Requirements**

Students will achieve the successful completion of a minimum of 76 quarter hours of graduate credit beyond the bachelor’s degree and will complete a traditional Master’s Thesis and a Doctoral Dissertation.

**Core Courses**

- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 511 HEALTH PSYCHOLOGY
- or PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 568 SEMINAR IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- PSY 585 FIELDWORK IN COMMUNITY SETTINGS (6 quarters, 0 credit hours)
- PSY 593 PRE-DOCTORAL RESEARCH (0 credit hours)
- PSY 654 COMMUNITY PSYCHOLOGY (0 credit hours)
Statistics and Methodology

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 420 ADVANCED RESEARCH METHODOLOGY
- Two courses from the following list:
  - PSY 416 METHODS IN QUALITATIVE RESEARCH
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
  - PSY 558 SEMINAR IN ADVANCED STATISTICS

Other Psychology and Interdisciplinary Courses

- PSY 597 MASTER’S THESIS RESEARCH
- PSY 599 DISSERTATION RESEARCH
- PSY 550 SEMINAR IN TEACHING PSYCHOLOGY (3 quarters, 0 credit hours)
- One course from the following list:
  - PSY 430 ADVANCED SOCIAL PSYCHOLOGY
  - PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED WITH MLS 478/WGS 470)
- Four course electives (16 credit hours) in any department, including psychology.

Other Program Requirements

Although an applicant is accepted into the M.A./Ph.D. community program, formal acceptance and admission to doctoral candidacy depends upon the student's satisfactory progress in meeting the various demands of graduate education and professional training.

Field Work and Practicum

All students develop an applied community-based fieldwork project. They develop relationships with community organizations, design a project based on mutual interests, and receive individual and group supervision to implement the project they design. Metropolitan Chicago has a large population of community sites to draw upon as resources for assisting in placing students in practica and job-related sites.

Master’s Thesis

It is expected that the student's proposal for the Master's Thesis will be approved by November 15th of the second year in the program. The student's final Thesis is due by February 1st of third year in program.

Doctoral Comprehensive Exams or Project

The student is expected to take doctoral comprehensive examinations in the area of community psychology in the Spring of the 3rd year in the program. These examinations cannot be taken until the student has completed the master's thesis. Another option is to conduct a comprehensive project rather than take an exam. The project involves the submission of an empirical paper, review paper, or grant application. The project proposal is due by May 1st of 3rd year (or within 3 months of completing thesis). The final comprehensive project is due by May 1st of the fourth year (or within 1 year of proposal acceptance).

Dissertation

- Four hours of PSY 599 DISSERTATION RESEARCH (Dissertation Research) are required.

The student should form a dissertation committee and begin work on the dissertation proposal during the third or fourth year. The dissertation proposal should be accepted by November 15th of the 5th year. The final dissertation defense should be complete by May 1st of the 6th year in program.

Oral Examination

Student is to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitation

1. Between admission to the doctoral program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final examination: not less than eight months and not more than five years.
Composition (MM)

The Master of Music in composition program offers students one-on-one instruction with DePaul's distinguished faculty of active composers, as well as seminars with guest composers and performers from Chicago and across the country. Graduate composition majors have their compositions performed at DePaul Composers Forum, a quarterly student composition concert, and second-year students may have a composition read through and recorded by the DePaul Chamber Orchestra. Graduate student compositions may also be performed by other DePaul ensembles, including Ensemble 20+, the Contemporary Music Ensemble. DePaul also offers two assistantships to graduate composition students. The Master of Music in composition is a two-year program.

Admission Information

Admission

The first charter of DePaul University included a statement on nondiscrimination, and the policy has been enforced vigorously for over 114 years. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Procedures for Admission

Applicants for graduate admission should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website. Applicants to the master's degree program for music education must interview with the Music Education department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place at the beginning of the academic year.

Certificate in Performance

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-masters program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants must take an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website.

Non-Degree Seeking Students

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

Student-At-Large

DePaul School of Music does not normally admit applicants as students-at-large. A student completing a graduate program at another accredited institution may, on the written recommendation of the Associate Dean
International Students

All international students and any student who has been educated outside of the United States should complete the application requirements for their desired program (see above), submit their educational credentials to a third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is December 1. For further information on applying to DePaul School of Music as an international graduate student, please refer to the International Students section under Admissions on the School of Music website.

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may be considered for admission to the joint English Language Academy-School of Music program. (For further information on this program, students should contact the School of Music Admissions Office.) Those who request student visas also must show evidence of adequate financial support. A formal letter of admission and/or form I-20 will be issued only after all admission requirements have been fulfilled.

Diagnostic Examinations

Students who have been admitted to the master’s degree program for composition, performance, jazz studies, and music education must take a diagnostic examination in musicianship studies. These examinations, taken during new student orientation, will be used to guide course placement and identify areas for additional studies.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master’s degree students, and courses in the specialization.

Composition Core Requirements (16 credits)

- MUS 408 ANALYTICAL TECHNIQUES
  or COM 405 GRADUATE ANALYTICAL STUDIES
- Music History: Two courses from the list below
  - JZZ 405 JAZZ HISTORY
  - JZZ 406 JAZZ STYLE AND ANALYSIS
  - MUS 420 HISTORY OF THE ORATORIO
  - MUS 435 18th & 19th WIND HISTORY AND LITERATURE
  - MUS 436 20th CENTURY WIND HISTORY AND LITERATURE
  - MUS 475 MEDIEVAL MUSIC
  - MUS 478 RENAISSANCE MUSIC
  - MUS 479 BAROQUE MUSIC
  - MUS 481 HISTORY OF OPERA
  - MUS 482 WORLD MUSIC CULTURES
  - MUS 484 CLASSICAL MUSIC
  - MUS 485 ROMANTIC MUSIC
  - MUS 486 MUSIC SINCE WORLD WAR II
  - MUS 487 20TH CENTURY MUSIC BEFORE WWII
- MUS 400 MUSIC RESEARCH I

Composition Specialization Requirements (26 credits)

- COM 447 NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC
- COM 445 TWENTIETH CENTURY MUSIC TOPICS
- COM 416 COMPUTER ASSISTED COMPOSITION
- COM 415 COMPOSITION
- COM 446 NEW MUSIC COMPOSITION SEMINAR
Composition Electives (6 credits)
- Electives

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- The completion of an original work.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

Residency Requirements

All courses for the master's degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

A full-time graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master's degree program has been granted.

Computational Finance (MS)

The globalization of markets and competition brings new complexity to business finance. Continual, rapid innovation in financial markets, instruments and institutions, demands a high level of analytical expertise for success. The Master of Science in Computational Finance is designed for students seeking to acquire the ability to understand existing financial models in a quantitative and mathematical way. The Computational Finance graduate will be able to apply these quantitative tools to solve complex problems in the areas of portfolio management, risk management, and financial engineering.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Computational Finance degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.
All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the
graduate school office for an informal appointment. Interviews are not required as part of the admissions
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for
the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application
has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited
enrollments, but for the other graduate business programs there currently is no predetermined limit to the
number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the
Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from
the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and
applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628.
The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date
of application is not considered valid for admission purposes and would have to be retaken. An exception may
be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited
institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation
program. Applicants to the Master of Science in Human Resources Management and the Master of Science in
Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As
with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three
application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and
you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in
January, and applicants should expect to receive an admission decision approximately 4 weeks after their
application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first
two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the
incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space
available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above
deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university
attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted
on the record of a second school do not constitute an official transcript of the original school. Transcripts that are
already on file as part of a student record in another College Office at DePaul may be required to remain there
and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to
the student. Once all of the transcripts have been received applicants should submit them to the graduate school
office in their original envelopes with the applicant's name, date of birth and program of interest noted on the
envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the
Graduate School of Business will not receive full admission until a final and official transcript listing the degree
awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree
Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the
application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must
submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee
is required.

If the original application has been destroyed (after an absence of two years), the student may be required to
complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from
which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly
defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their
official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and
evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their
international educational credentials which will be used during admission review. Please direct any questions
about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School
of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any
educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should
submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts
results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

The Master of Science in Computational Finance is a joint degree with the College of Computing and Digital
Media, CDM. The degree is structured to develop financial management knowledge and proficiency. The GMAT
test is required for admission for students admitted via the College of Business. Students admitted via the
College of Computing and Digital Media may submit either GMAT or GRE test results. The TOEFL test is required
for international students.

Students complete the degree by taking 13 required courses; 7 from KGSB and 5 from CDM and 1 elective.

KGSB Courses
Computational Finance (MS)

The Master of Science in Computational Finance is a joint degree between the College of Computing and Digital Media (CDM) and the Kellstadt Graduate School of Business (KGSB).

The objective of this program is to offer students the opportunity to acquire both the ability to understand existing financial models in a quantitative and mathematical way, and the ability to implement these models in the form of computer programs. This program differs from a regular MS in Finance because of a stronger mathematical component and the addition of an intensive computational component. The program aims to produce graduates with the required qualifications to become "quantitative financial analysts". The Computational Finance graduates will be able to apply these quantitative tools to solve complex problems in the areas of portfolio management, risk management, and financial engineering.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)
Degree Requirements

Course Requirements

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 404 ACCELERATED C++
- IT 403 STATISTICS AND DATA ANALYSIS
- CSC 412 TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS

CDM Foundation Courses

- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 425 TIME SERIES ANALYSIS AND FORECASTING
- CSC 431 SCIENTIFIC COMPUTING
  or CSC 485 NUMERICAL ANALYSIS
- CSC 521 MONTE CARLO ALGORITHMS

Kellstadt Foundation Courses

- ACC 500 FINANCIAL ACCOUNTING
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- FIN 523 INVESTMENT ANALYSIS
- FIN 525 PORTFOLIO MANAGEMENT
- FIN 562 RISK MANAGEMENT
- FIN 662 DERIVATIVES VALUATION

Advanced Courses

- CSC 695 MASTER'S INDEPENDENT STUDY (1 - 4 CREDITS)
  or CSC 697 GRADUATE INTERNSHIP
  or CSC 559 SOFTWARE ENGINEERING FOR FINANCIAL MARKETS

Major Elective Courses

Students must take 1 500-level course at CDM, Kellstadt, or the Department of Math.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

For DePaul's policy on repeat graduate courses and a complete list of academic policies see the DePaul Graduate
Computer and Information Sciences (PhD)

The Ph.D. in Computer and Information Sciences offers an opportunity for exceptional students to pursue substantial research in the computer sciences and related areas. To earn a Ph.D. degree, a student must demonstrate breadth of knowledge in at least three research areas and significant depth in a chosen dissertation area. In addition, the student must conceive, write and defend a Ph.D. dissertation representing a significant and original contribution to current academic research as demonstrated by a public dissertation defense and publication in established peer-reviewed academic conferences and/or journals.

The Ph.D. in Computer and Information Sciences has two tracks, which differ primarily in the structure of the Inquiry Phase. Students must choose whether to enter the Computer Science or Information Systems track at admission.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Overview of Phases

The Inquiry Phase

During the Inquiry Phase students in the Computer Science track will complete coursework, initial research projects, and two Breadth Examinations. They must also prepare themselves for a Depth Examination in their chosen area of research. This Depth exam will be completed during the Research phase. Students in the Information Systems track will complete coursework, research projects, and a comprehensive exam.

The Research Phase

In this phase, students will conduct focused research leading to successful completion of a Dissertation Proposal. A Ph.D. student enters the Research Phase when he or she has chosen an area in which to do dissertation research and has found a faculty member willing to act as his or her Dissertation Advisor. The Research Phase may overlap with the Inquiry Phase, in fact, students are strongly encouraged to begin their research, under the supervision of a faculty Ph.D. advisor, as early as possible upon entering the program.

The Candidacy Phase

During the Candidacy Phase the Candidate conducts further research, and writes and defends the Ph.D. Dissertation. To be admitted to candidacy, doctoral students must complete the following:
Residency: Three quarter of full-time study must be competed at DePaul University beyond the master's level. Full-time study is defined as registration for a minimum of eight credit hours (typically two courses) per quarter. With prior approval of the Ph.D. Committee, students may satisfy residency requirements by coursework, participation in seminars, or research performed off campus.

- Allied Course: Specific courses as specified for each track under course requirements.
- Doctoral Examinations: Pass two Breadth Examinations and one Depth Examination (Computer Science track) or pass Comprehensive Examination (Information Systems track).

Course Requirements

Ph.D. students with a master's degree are required to complete a minimum of 60 credits (typically 15 courses) of graduate classes. These credits must include at least 48 credits of courses in the 420-599 range, including CSC 426: Values and Computer Technology. Information Systems track students must also complete IS 590: Information Systems Research Methods.

Students may enroll in CSC 699 only after completion of the Breadth Examinations. Conditionally admitted students must complete an additional 52 credits (typically 13 courses) of graduate classes, including at least 36 credits of courses in the 420-599 range. The written approval of the Ph.D. Committee is required, before registering, to apply courses taught outside the School towards the doctoral program course requirements.

Student progress will be evaluated annually. Students must maintain a grade point average of 3.5 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements. The Ph.D. Committee will ask a student to withdraw from the doctoral program if the members judge that the student is not progressing satisfactorily toward the degree.

Time Limits

For part-time doctoral students:

- No more than three years between admission to the doctoral program and completion of Breadth Examinations.
- No more than three years between completion of Breadth Examinations and admission to Candidacy.
- No less than eight months and no more than five years between admission to Candidacy and the dissertation defense.

For full-time doctoral students:

1. No more than two years between admission to the doctoral program and completion of Breadth Examinations. Note that students funded by SOC or other stipends will be required to meet more stringent requirements.
2. No more than two years between completion of Breadth Examinations and admission to Candidacy.
3. No less than eight months and no more than five years between admission to Candidacy and the dissertation defense.

Computer Game Development (MS)

The MS in Computer Game Development is designed for those interested in game development programming at the highest level, including computer science and computer graphics professionals retooling for the game industry.
Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

  - CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - CSC 402 DATA STRUCTURES I
  - CSC 403 DATA STRUCTURES II
  - CSC 404 ACCELERATED C++
  - CSC 406 SYSTEMS I
  - CSC 407 SYSTEMS II

Foundation Courses

- CSC 421 APPLIED ALGORITHMS AND STRUCTURES
- GAM 474 FUNDAMENTALS OF GAME PROGRAMMING I
  or SE 456 ARCHITECTURE OF COMPUTER GAMES
- GAM 475 GAME ENGINE PROGRAMMING I

Advanced Courses

- GAM 450 PHYSICS FOR GAME DEVELOPERS
- GAM 476 ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
- GPH 469 COMPUTER GRAPHICS DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II

Major Elective Courses

Students must complete 3 graduate level elective courses. Students may choose from GAM courses in the 421-699 range or courses from the following list:

- CSC 443 INTRODUCTION TO OPERATING SYSTEMS
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 451 DATABASE DESIGN
- CSC 480 ARTIFICIAL INTELLIGENCE I
- CSC 578 NEURAL NETWORKS AND MACHINE LEARNING
- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- GPH 438 COMPUTER ANIMATION SURVEY
- GPH 448 COMPUTER GRAPHICS SCRIPTING
- GPH 539 ADVANCED RENDERING TECHNIQUES
- GPH 540 PROCEDURAL SHADING
- GPH 541 ADVANCED LIGHTING TECHNIQUES
CDM Open Electives

Students must complete 1 CDM open elective course in the 421-699 range.

Capstone

- GAM 690 GAME DEVELOPMENT STUDIO I and GAM 691 GAME DEVELOPMENT STUDIO II
  or GAM 499 TOPICS IN COMPUTER GAME DESIGN AND DEVELOPMENT (8 units)

Note: Students must register for GAM 690 and GAM 691 in consecutive quarters. A grade will not be assigned for GAM 690 until GAM 691 has been completed.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

Computer Science (MS)

The Master of Science degree in Computer Science prepares students for a professional career in Software Development or Computer Science Research. The program exposes students to the complete life-cycle of computer application development including abstraction, modeling and algorithm development, leveraging computer systems, programming languages and development frameworks, and software development techniques and processes. Students also have the opportunity to study and develop applications in diverse applied areas such as:

- Computer Security
- Robotics and Computer Vision
- Data Mining and Knowledge Discovery
- Databases
- Mobile and Embedded Systems
- Intelligent Systems
Graduates of the Computer Science Master’s program are typically employed as developers and software engineers, and many also pursue a Ph.D. degree. The program is structured to provide students an expertise in the following core areas:

- Programming and Software Development
- Algorithm Design and Computer Science Concepts
- Computer and Database Systems

Students will acquire a broad range of skills including:

- Knowledge of key computer science concepts, techniques and algorithms
- An understanding of the workings and the API (Application Programming Interface) of modern computer systems including database systems
- Skills in programming and software development
- Expertise in a chosen area of Computer Science
- Research skills and experiences that can be applied in any endeavor

**Admission Information**

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

**Degree Requirements**

**Course Requirements**

**Introductory Courses**

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

**Foundation Courses**

- CSC 421 APPLIED ALGORITHMS AND STRUCTURES
- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 453 DATABASE TECHNOLOGIES
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Major electives

Graduates of the MS in Computer Science program must be proficient in at least one broad area of Computer Science listed below. For this reason students will take the remaining 8 elective courses as follows:

- 4 courses from one area
- 4 additional courses from any area. Including the option to take the 2-course SE Studio sequence, the 2-course GAM studio sequence, the 1-course CS capstone, the Research Colloquium course, or write an MS Thesis, or develop an MS Research Project.

The courses in each area are listed below. The Independent Study courses (CSC 695) may be taken for up to 8 credits and at most 4 credit hours of CSC 695 can count towards the chosen area.

Special requirements for the Software and System Development area

Many graduates of the Computer Science program work as software developers. Students choosing to specifically prepare for this career path should choose the Software and System Development area. The requirements for students choosing this area are:

- 4 courses from the Software and System Development area
- 1 course from Software Engineering and CSC 597 COMPUTER SCIENCE CAPSTONE
  or SE 491 SOFTWARE ENGINEERING STUDIO and SE 591 SOFTWARE ENGINEERING STUDIO II
  or GAM 690 GAME DEVELOPMENT STUDIO I and GAM 691 GAME DEVELOPMENT STUDIO II
- 2 courses from any area

Areas

Software and System Development area

- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 439 COMPUTER SECURITY
- CSC 443 INTRODUCTION TO OPERATING SYSTEMS
- CSC 448 COMPILER DESIGN
- CSC 471 MOBILE APPLICATION DEVELOPMENT
- CSC 475 INTRODUCTION TO ROBOTICS
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 549 DATABASE SYSTEM IMPLEMENTATION
- CSC 551 DISTRIBUTED DATABASE SYSTEMS
- CSC 553 ADVANCED DATABASE CONCEPTS
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 540 MOBILE APPLICATION DEVELOPMENT II
- CSC 534 SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES (Formerly 542)
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)
- GAM 491 GAME PERFORMANCE OPTIMIZATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- CNS 450 COMPUTER FORENSICS
- SE 491 SOFTWARE ENGINEERING STUDIO (Capstone)
- SE 591 SOFTWARE ENGINEERING STUDIO II (Capstone)
- CSC 597 COMPUTER SCIENCE CAPSTONE
- GAM 690 GAME DEVELOPMENT STUDIO I
- GAM 691 GAME DEVELOPMENT STUDIO II

Theory area

- CSC 431 SCIENTIFIC COMPUTING
- CSC 440 CRYPTOLOGY
- CSC 444 AUTOMATA THEORY AND FORMAL GRAMMARS
- CSC 489 THEORY OF COMPUTATION
- CSC 503 PARALLEL ALGORITHMS
- CSC 521 MONTE CARLO ALGORITHMS
- CSC 525 COMBINATORIAL OPTIMIZATION
- CSC 531 INTRODUCTION TO BIOINFORMATICS
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- CSC 547 ADVANCED TOPICS IN PROGRAM LANGUAGES
- CSC 580 DESIGN OF OBJECT-ORIENTED LANGUAGES (Formerly SE 580)
- CSC 591 TOPICS IN ALGORITHMS
- SE 533 SOFTWARE VALIDATION AND VERIFICATION

**Database Systems area**

- CSC 452 DATABASE PROGRAMMING
- CSC 454 DATABASE ADMINISTRATION AND MANAGEMENT
- CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
- CSC 549 DATABASE SYSTEM IMPLEMENTATION
- CSC 551 DISTRIBUTED DATABASE SYSTEMS
- CSC 553 ADVANCED DATABASE CONCEPTS
- CSC 554 ADVANCED DATABASE MANAGEMENT
- CSC 575 INTELLIGENT INFORMATION RETRIEVAL
- CSC 589 TOPICS IN DATABASE

**Artificial Intelligence area**

- CSC 457 EXPERT SYSTEMS
- CSC 458 SYMBOLIC PROGRAMMING
- CSC 480 ARTIFICIAL INTELLIGENCE I
- CSC 583 ARTIFICIAL INTELLIGENCE II
- CSC 495 SOCIAL NETWORK ANALYSIS
- CSC 575 INTELLIGENT INFORMATION RETRIEVAL
- CSC 528 COMPUTER VISION
- CSC 578 NEURAL NETWORKS AND MACHINE LEARNING
- CSC 582 MACHINE LEARNING
- CSC 587 COGNITIVE SCIENCE
- CSC 594 TOPICS IN ARTIFICIAL INTELLIGENCE
- CSC 481 INTRODUCTION TO IMAGE PROCESSING
- CSC 538 VISION SYSTEMS
- CSC 482 APPLIED IMAGE ANALYSIS
- CSC 592 TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- CSC 425 TIME SERIES ANALYSIS AND FORECASTING
- CSC 428 DATA ANALYSIS FOR EXPERIMENTERS
- ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE

**Software Engineering area**

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 459 AGILE SOFTWARE DEVELOPMENT
- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT
- SE 480 SOFTWARE ARCHITECTURE I
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT

**Security area**

- CNS 450 COMPUTER FORENSICS
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS

**Multimedia area**
As part of their electives, students have the option of signing up for the Research Colloquium or an Independent Study, or completing a Research Project, or writing a Master Thesis.

**Research Colloquium**

The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly work that encompasses the disciplines and areas of interest of the School of Computing. Students interested in attending the colloquium and receiving credit should sign up for the CSC 500 Research Colloquium course (NOTE: this course carries only 2 credits; it may be taken twice for credit.) Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problems.

**Master's Independent Study**

Students interested in a more in-depth study of a particular area can choose to work with a faculty member (not necessarily their academic advisor) on an independent study or research project. The work involved may include system development, empirical studies, or theoretical work. The student will register for up to 4 credit hours of CSC 695 Master's Independent Study. Four credit hours of CSC 695 replace one 500 level CS elective course in the MS in CS program. CSC 695 can be taken multiple times for up to 8 credit hours. Students must successfully complete the Foundation Courses prior to their first enrollment in CSC 695. Students interested in the Master's Research option must take CSC 695 for 8 credits. Students interested in the Master Thesis option will typically take 8 credits of CSC 695.

**Master's Research**

A student who has made a significant contribution to a research project, through work done in 2 quarters of CSC 695 (8 credit-hours), may choose to complete the Master's Research option. The student must submit a technical report detailing the results of the research project. This report must be approved by the student's research supervisor and the faculty advisor, at which point it will be made available to the public as a CDM Departmental Master's Research Technical Report. In that case, the student will be allowed to register for the 0 credit course CSC 696 Master's Research and the transcript will show the research project title as the course topic.

**Master's Thesis**

A student who has made an original contribution to the area (through work done by CSC 695, typically) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for the 0 credit course CSC 698 Master's Thesis and the transcript will show the thesis title as the course topic. The thesis will be made available to the public as a CDM Departmental Master's Thesis Technical Report.

**Degree Requirements**

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the
designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

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**Computer, Information and Network Security (MS)**

The MS in Computer, Information and Network Security is intended for students who wish to specialize in the security aspects of the Information Technology field. Students who complete the program will be prepared to:

- Assess the information security risks faced by an organization
- Understand technology and human factors related to these risks
- Evaluate tools and resources currently available to limit risk, mitigate the effects of hostile action and recover from attack
- Manage the development, implementation and evolution of a security infrastructure
- Assess the impact of policy, legislation, compliance requirements and market trends on organizational security objectives
- Design, implement and maintain software systems designed to support security policy and goals
- Develop and maintain a network architecture consistent with mitigating risk and preventing hostile attack
- Be lifelong learners in the information security environment

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**Admission Information**

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. ([http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx](http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx))

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**Degree Requirements**

**Course Requirements**

The Introductory, Foundation, Advanced and Major Elective course selections are determined by the concentration chosen.

**Introductory Courses**
Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

**Foundation Courses**

Students must achieve an average GPA of 3.0 or better in the five Foundation Courses. Students who do not meet the Foundation Courses' GPA requirement must retake the course with the lowest grade. If a number of such courses exist, it is up to the student to choose which class to retake. Only the higher grade will count toward the average grade for the purpose of completing the GPA Requirement. Students who do not meet the GPA requirements, and do not want to re-take a class are encouraged to talk to their faculty advisor to discuss their options. To progress to the Advanced Courses of the degree, a student must complete the Introductory and Foundation Courses.

**Degree Requirements**

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Achieve a GPA of 3.0 or better among the five foundation courses.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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**Computer Security Concentration**

The Computer Security concentration focuses on fundamental security topics that arise in the design, analysis, and implementation of distributed systems. This concentration provides in-depth coverage of the theory and application of identity, authentication, access control, auditing, assessment and prevention of software vulnerabilities, and cryptography, in the context of modern enterprise-scale and web-based systems.

**Course Requirements**

**Introductory Courses**

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

**Foundation Courses**

- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- TDC 477 NETWORK SECURITY
- IS 433 INFORMATION SECURITY MANAGEMENT
Advanced Courses

- CSC 439 COMPUTER SECURITY
  - Choose two of the following:
    - CSC 440 CRYPTOLOGY
    - SE 525 SOFTWARE SECURITY ARCHITECTURE
    - SE 526 SOFTWARE SECURITY ASSESSMENT
    - CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
  - Choose 1 of the following courses (not counting courses taken to satisfy the requirements above):
    - CNS 450 COMPUTER FORENSICS
    - CSC 440 CRYPTOLOGY
    - SE 482 REQUIREMENTS ENGINEERING
    - SE 525 SOFTWARE SECURITY ARCHITECTURE
    - SE 526 SOFTWARE SECURITY ASSESSMENT
    - SE 529 SOFTWARE RISK MANAGEMENT
    - CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
    - CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
    - TDC 577 NETWORK SECURITY II
    - TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS

Major Elective Courses

Students must complete 1 CINS course in the range of 421 or higher or a course from the list of courses below. That course cannot be used to fulfill a student's CINS Concentration Area or Foundation Course requirements.

- ACC 500 FINANCIAL ACCOUNTING
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II
- TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS

CDM Open Elective Courses

Students must complete 2 CDM open electives. Elective courses are in the range of 421-699 and must be from the College of CDM.

Capstone

- Choose one of the following:
  - CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
  - CSC 698 MASTER'S THESIS
  - SE 698 MASTER'S THESIS
  - IS 698 MASTER'S THESIS
  - TDC 698 MASTER'S THESIS
  - ECT 698 MASTER'S THESIS
Governance, Risk and Compliance Concentration

The Governance, Risk, and Compliance concentration focuses on enterprise-level information security risk management, IT audit, and regulatory compliance. This cross-disciplinary concentration focuses on how to develop an information security program; assess security risk in business processes; identify and implement a system of controls for security governance and regulatory compliance; plan and conduct IT audits; and develop business continuity and disaster recovery plans.

**Introductory Courses**

- IT 403 STATISTICS AND DATA ANALYSIS
- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- CNS 418 INTRODUCTION TO HOST SECURITY

**Foundation Courses**

- ACC 500 FINANCIAL ACCOUNTING
- IS 421 SYSTEMS ANALYSIS
- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES

**Advanced Courses**

A maximum of four Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- CSC 451 DATABASE DESIGN
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- Choose 1 of the following courses:
  - IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
  - IS 483 INFORMATION SERVICES AND OPERATIONS
  - CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE

**Major Elective Courses**

Students must complete 2 CNS courses in the range of 421 or higher or courses from the list of courses below. Those courses cannot be used to fulfill a student's CNS Concentration Area or Foundation Courses requirements.

- ACC 500 FINANCIAL ACCOUNTING
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
CDM Open Elective Courses

Students must complete 1 CDM open elective. Elective courses are in the range of 421-699 and must be from the College of CDM.

Capstone

- Choose 1 of the following courses:
  - CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
  - IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES
  - CSC 698 MASTER'S THESIS
  - SE 698 MASTER'S THESIS
  - IS 698 MASTER'S THESIS
  - TDC 698 MASTER'S THESIS
  - ECT 698 MASTER'S THESIS

Information Systems Security Concentration

The Information Systems Security concentration focuses on the organizational and management aspects of information security. Students will learn how to plan and implement security plans, to include risk assessment, threat and vulnerability analysis, implementation of controls and safeguards, and maintenance. Students will also learn about related areas such as regulatory compliance, legal issues in security, and disaster recovery.

Course Requirements

Introductory Courses

- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS
- CNS 418 INTRODUCTION TO HOST SECURITY

Foundation Courses

- IS 444 IT AUDITING
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 477 NETWORK SECURITY
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- IS 433 INFORMATION SECURITY MANAGEMENT

Advanced Courses

A maximum of four Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement. Courses taken to fulfill the Foundation Courses requirement cannot be counted in this category.

- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- Choose 3 of the following courses:
  - IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
  - IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
  - ECT 582 SECURE ELECTRONIC COMMERCE
  - SE 430 OBJECT ORIENTED MODELING
  - SE 482 REQUIREMENTS ENGINEERING
Major Elective Courses

Students must complete 1 CNS course in the range of 421 or higher or a course from the list of courses below. That course cannot be used to fulfill a student's CINS Concentration Area or Foundation Courses requirements.

- ACC 500 FINANCIAL ACCOUNTING
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II
- TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS

CDM Open Elective Courses

Students must complete 2 CDM open electives. Elective courses are in the range of 421-699 and must be from the College of CDM.

Capstone

- Choose 1 of the following courses:
  - CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
  - CSC 698 MASTER'S THESIS
  - SE 698 MASTER'S THESIS
  - IS 698 MASTER'S THESIS
  - TDC 698 MASTER'S THESIS
  - ECT 698 MASTER'S THESIS

Network Security Concentration

The Network Security concentration focuses on the network infrastructure and network security management aspects of information security. This concentration will provide in-depth coverage of network security infrastructure technologies such as firewalls, Virtual Private Networks (VPN), Intrusion Detection and Prevention Systems (IDS/IPS), vulnerability assessment tools, as well as overall security infrastructure engineering and design.

Introductory Courses
- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- TDC 413 INTRODUCTION TO LAN AND WAN
- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS
- CNS 418 INTRODUCTION TO HOST SECURITY

**Foundation Courses**

- TDC 460 FOUNDATIONS OF NETWORK TECHNOLOGIES
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 477 NETWORK SECURITY
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- IS 433 INFORMATION SECURITY MANAGEMENT

**Advanced Courses**

A maximum of four Advanced Courses can be taken before completing the Foundation Courses and fulfilling the GPA Requirement.

- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 577 NETWORK SECURITY II
- or TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS
- Choose 1 of the following courses:
  - TDC 468 NETWORK PROGRAMMING
  - TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
  - TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
  - TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
  - TDC 568 NETWORK MANAGEMENT

**Major Elective Courses**

Students must complete 1 CNS course in the range of 421 or higher or a course from the list of courses below. That course cannot be used to fulfill a student's CINS Concentration Area or Foundation Courses requirements.

- ACC 500 FINANCIAL ACCOUNTING
- ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
- ACC 541 FINANCIAL ACCOUNTING THEORY & PRACTICE I
- ACC 547 AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
- CSC 439 COMPUTER SECURITY
- CSC 440 CRYPTOLOGY
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 557 FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)
- ECT 582 SECURE ELECTRONIC COMMERCE
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- SE 430 OBJECT ORIENTED MODELING
- SE 482 REQUIREMENTS ENGINEERING
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- TDC 468 NETWORK PROGRAMMING
- TDC 511 TELECOMMUNICATIONS PRACTICUM
- TDC 560 ADVANCED NETWORK TECHNOLOGIES AND DESIGN
- TDC 562 COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
- TDC 563 PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
- TDC 567 TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
- TDC 568 NETWORK MANAGEMENT
- TDC 577 NETWORK SECURITY II
- TDC 588 ADVANCED NETWORK DEFENSE SYSTEMS

**CDM Open Elective Courses**

Students must complete 2 CDM open electives. Elective courses are in the range of 421-699 and must be from the College of CDM.

**Capstone**

DePaul University Winter/Spring 2013
Student must complete 1 of the following courses:

- CNS 594 COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
- CSC 698 MASTER'S THESIS
- SE 698 MASTER'S THESIS
- IS 698 MASTER'S THESIS
- TDC 698 MASTER'S THESIS
- ECT 698 MASTER'S THESIS

**Consumer Insights (MBA)**

The increasingly competitive and fast-paced business environment creates a need for the use of data and information in more rational decision-making processes. The Consumer Insights concentration teaches students to plan, execute, analyze, and deliver high-quality market research and analytics. This concentration is designed for professionals interested in increasing their research expertise as well as professionals interested in furthering their careers in the Marketing Research field.

The Consumer Insights concentration will provide students with the following skills and abilities:

- Learn how to plan, execute, analyze, and deliver high-quality market research to enhance business decision-making
- Become well versed in marketing research
- Make analytical presentations in a client-based atmosphere
- Use substantiated facts and inferences to support decision making

**Admission Information**

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date...
of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.
Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options
Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

To complete the concentration in Consumer Insights, students must take five courses:

- MKT 525 MARKETING RESEARCH I
- MKT 528 QUALITATIVE RESEARCH METHODS
  or MKT 526 MARKETING RESEARCH II
- MKT 529 PRECISION MARKETING
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 545 CONSUMER BEHAVIOR

Students are encouraged to consult with department faculty for related elective courses.
Counseling (MA)

The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are community counseling, school counseling, and college student development. The concentrations in community and school counseling integrate Illinois state requirements for licensure and certification and all concentrations meet national standards for professional practice. All programs are 72 credit hours and include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and community counseling concentrations are required by the state for certification and licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

Concentrations

The Counseling program has three concentrations:

- Concentration in College Student Development
- Concentration in Community Counseling
- Concentration in School Counseling

Certificate Option

The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Service Personnel Type 73 certificate with the School Counselor endorsement.

Admission Information

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- Admission Requirements for all concentrations of the counseling program which includes: College Student Development, Community Counseling and School Counseling are listed below.
- Three letters of recommendation: one from a professor addressing your academic ability, one from a work supervisor and one from either another professor or supervisor.
- Interview with program faculty upon request.
- Personal Statement should be 3-4 pages double spaced and typed and should tell us about your career goals, your motivation for becoming a counselor, and what you hope to accomplish in the Counseling program. Describe your personal and professional experiences as well as characteristics that you believe support your application.

To do so, please respond to the following questions:

- What is your motivation for becoming a counselor?
- What are your short and long term professional goals?
- What are your expectations of the CSL program and how do you envision the program fulfilling those expectations?
- The roles of the counselor are multiple and include listener, advocate, leader, consultant, multiculturalist, educator, and group leader. From your perspective, please rank the roles of a counselor in terms of importance and provide a rationale discussing your placement of the top three roles.
- What roles have been most comfortable for you in a group setting?
- Describe what made these roles comfortable for you.
- We are often faced with situations which do not turn out as we had planned. How do you handle situations where you don’t see things going in the way that you would like?
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Takes initiative in all learning experiences and responsibility for his or her own professional growth and development
- Is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Is open to new ideas and engagement in learning
- Appreciates diversity and demonstrates awareness of personal biases
- Respects and considers cultural contexts in order to determine how to be responsive to students and clients and to proactively promote social justice
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Communicates and cooperates effectively with others
- Is committed to collaboration with students/clients, colleagues, families, and communities in order to promote growth and development
- Demonstrates consistent professional behavior across all settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately

Degree Conferral and Graduation

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

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.
Degree Requirements

Course Requirements

The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses. A course must be repeated if a grade below a B- is earned. A GPA of 3.0 is required before CSL students are eligible to be registered for CSL 552 (Practicum). A grade of B or better in CSL 552, CSL 553 (Internship I), and CSL 554 (Internship II) is required. Any grade below a B in CSL 552, CSL 553, and CSL 554 is a failing grade and will require the student to repeat the course.

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Counseling Courses: 28 quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a student's transcripts. Consult academic advisor for additional information on application and course enrollment process.

- CSL 95 CLINICAL ORIENTATION
- CSL 96 CLINICAL APPLICATION
- CSL 97 CLINICAL PLACEMENT

Clinical Experience Courses: 12 quarter hours required, grade of B or better required

- CSL 552 PRACTICUM IN COUNSELING (100 clock hours)
- CSL 553 INTERNSHIP IN COUNSELING I (300 clock hours)
- CSL 554 INTERNSHIP IN COUNSELING II (300 clock hours)

All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

Master of Arts (M.A.) Degree Requirements: Non-credit, non-tuition, grade of B- or better required

- CSL 559 THESIS RESEARCH IN COUNSELING

The Master's Thesis is written in conjunction with CSL 553 and CSL 554 and with faculty advisement. Enrollment in CSL 559 and an oral examination are required. Consult the M.A. Thesis Handbook for additional information.
College Student Development Concentration

This Master's degree prepares Counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Counseling Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

Course Requirements

Counseling Courses: 24 quarter hours required, grade of B- or better required

- CSL 454 CAREER COUNSELING
- CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
- CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
- CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS
- CSL 511 SUPERVISION (1qh)
- CSL 512 CRISIS INTERVENTION (2qh)
- CSL 513 CONSULTATION FOR COUNSELORS (1qh)
- Counseling Elective (4-credit hour course per faculty advisor approval)

School Counseling Concentration

This Master's degree allows the student to become certified as a school counselor (Type 73 Certification). The sequence prepares Counseling Professionals to work in public and private K-12 school systems and gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, schools, and the profession. The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses.

Course Requirements

Counseling Courses: 24-28* quarter hours required, grade of B- or better required

- CSL 475 CAREER COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING (2qh)
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS (2qh)
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
- CSL 521 CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
- CSL 522 DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
- CSL 523 LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS *(required only for students without a teaching certificate)
Community Counseling Concentration

This Master's degree allows the students who enter the community counseling concentration, after passing the state licensure exam, to become licensed as a Licensed Professional Counselor (LPC). The Concentration prepares Counseling professionals to work in various settings such as community agencies, private practice, and not-for-profit organizations. Such a specialty gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for clients, communities, and the profession.

Course Requirements

Counseling Courses: 24 quarter hours required, grade of B- or better required

- CSL 454 CAREER COUNSELING
- CSL 466 ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY
- CSL 489 PSYCHOPATHOLOGY
- CSL 511 SUPERVISION (1qh)
- CSL 512 CRISIS INTERVENTION (2qh)
- CSL 513 CONSULTATION FOR COUNSELORS (1qh)
- CSL 556 COUPLES AND FAMILY COUNSELING
- Counseling Elective (4-credit hour course per faculty advisor approval)

Counseling (MED)

The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are community counseling, school counseling, and college student development. The concentrations in community and school counseling integrate Illinois state requirements for licensure and certification and all concentrations meet national standards for professional practice. All programs are 72 credit hours and include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and community counseling concentrations are required by the state for certification and licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

Concentrations

The Counseling program has three concentrations:

- Concentration in College Student Development
- Concentration in Community Counseling
- Concentration in School Counseling

Certificate Option

The Counseling program's School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Service Personnel Type 73 certificate with the School Counselor endorsement.

State Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program's Community Counseling concentration meets the educational requirements for the Licensed Clinical
Admission Information

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- Admission Requirements for all concentrations of the counseling program which includes: College Student Development, Community Counseling and School Counseling are listed below.
- Three letters of recommendation: one from a professor addressing your academic ability, one from a work supervisor and one from either another professor or supervisor.
- Interview with program faculty upon request.
- Personal Statement should be 3-4 pages double spaced and typed and should tell us about your career goals, your motivation for becoming a counselor, and what you hope to accomplish in the Counseling program. Describe your personal and professional experiences as well as characteristics that you believe support your application.

To do so, please respond to the following questions:

- What is your motivation for becoming a counselor?
- What are your short and long term professional goals?
- What are your expectations of the CSL program and how do you envision the program fulfilling those expectations?
- The roles of the counselor are multiple and include listener, advocate, leader, consultant, multiculturalist, educator, and group leader. From your perspective, please rank the roles of a counselor in terms of importance and provide a rationale discussing your placement of the top three roles.
- What roles have been most comfortable for you in a group setting?
- Describe what made these roles comfortable for you.
- We are often faced with situations which do not turn out as we had planned. How do you handle situations where you don't see things going in the way that you would like?

College Requirements

Dispositions

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- Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Takes initiative in all learning experiences and responsibility for his or her own professional growth and development
- Is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Is open to new ideas and engagement in learning
- Appreciates diversity and demonstrates awareness of personal biases
- Respects and considers cultural contexts in order to determine how to be responsive to students and clients and to proactively promote social justice
Degree Conferral and Graduation

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Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses. A course must be repeated if a grade below a B- is earned. A GPA of 3.0 is required before CSL students are eligible to be registered for CSL 552 (Practicum). A grade of B or better in CSL 552, CSL 553 (Internship I), and CSL 554 (Internship II) is required. Any grade below a B in CSL 552, CSL 553, and CSL 554 is a failing grade and will require the student to repeat the course.

Social and Cultural Studies Courses: 8 quarter hours required, grade of B- or better required

- SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
Counseling Courses: 28 quarter hours required, grade of B- or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING

Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a student’s transcripts. Consult academic advisor for additional information on application and course enrollment process.

- CSL 95 CLINICAL ORIENTATION
- CSL 96 CLINICAL APPLICATION
- CSL 97 CLINICAL PLACEMENT

Clinical Experience Courses: 12 quarter hours required, grade of B or better required

- CSL 552 PRACTICUM IN COUNSELING (100 clock hours)
- CSL 553 INTERNSHIP IN COUNSELING I (300 clock hours)
- CSL 554 INTERNSHIP IN COUNSELING II (300 clock hours)

All courses with the exception of CSL 512 and CSL 513 must be completed prior to being enrolled in the Practicum course.

Master of Education (M.Ed.) Degree Requirements

Capstone project with faculty supervision written in conjunction with CSL 552, CSL 553 and CSL 554. Does not require additional course enrollment.

College Student Development Concentration

This Master's degree prepares Counseling professionals to work in various offices within student affairs such as in career centers, offices of residence life, and college counseling centers. It provides the Counseling Professional with the skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, universities, and the profession.

Course Requirements

Counseling Courses: 24 quarter hours required, grade of B- or better required

- CSL 454 CAREER COUNSELING
- CSL 490 FOUNDATIONS OF STUDENT AFFAIRS
- CSL 491 CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
- CSL 492 PROGRAM DEVELOPMENT IN STUDENT AFFAIRS
- CSL 511 SUPERVISION (1qh)
- CSL 512 CRISIS INTERVENTION (2qh)
- CSL 513 CONSULTATION FOR COUNSELORS (1qh)
- Counseling Elective (4-credit hour course per faculty advisor approval)
School Counseling Concentration

This Master’s degree allows the student to become certified as a school counselor (Type 73 Certification). The sequence prepares Counseling Professionals to work in public and private K-12 school systems and gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for students, schools, and the profession. The Counseling Program requires students to earn a grade of B- or better in all Counseling (CSL) courses.

Course Requirements

Counseling Courses: 24-28* quarter hours required, grade of B- or better required

- CSL 475 CAREER COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING (2qh)
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS (2qh)
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
- CSL 521 CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
- CSL 522 DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
- CSL 523 LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS *(required only for students without a teaching certificate)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

School Counseling students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math.
- School Counseling Content Area (test #181) – assesses knowledge of student development, assessment, the school environment and the school counseling profession.

Community Counseling Concentration

This Master’s degree allows the students who enter the community counseling concentration, after passing the state licensure exam, to become licensed as a Licensed Professional Counselor (LPC). The Concentration prepares Counseling professionals to work in various settings such as community agencies, private practice, and not-for-profit organizations. Such a specialty gives the Counseling Professional skills and processes to provide individual and group counseling and to serve as a leader and advocate for clients, communities, and the profession.

Course Requirements

Counseling Courses: 24 quarter hours required, grade of B- or better required

- CSL 454 CAREER COUNSELING
- CSL 466 ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY
- CSL 489 PSYCHOPATHOLOGY
- CSL 511 SUPERVISION (1qh)
Curriculum Studies (EDD)

The primary, though perhaps not the only audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

Superintendent Endorsement Option

The Doctoral program’s Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement.

Admission Information

Admission Requirements

Candidates must provide evidence that they

- Possess a Master’s Degree from an accredited institution
- Have experience in an educational role
- Have demonstrated leadership or leadership potential
- Are willing and able to make the necessary commitment of time to the program
- Are likely to be successful in a challenging doctoral program
- Welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education
**Admissions Process**

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an orientation session, which covers the philosophical framework of the program, values, and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

The admissions application requires the following components

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
- Resume or Curriculum Vitae
- GRE scores
- College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

**Degree Prerequisites**

No formal prerequisites are required for admission, but applicants typically have had some coursework and/or work experience pertinent to the field.

**College Requirements**

**Dispositions**

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- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
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Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Core Courses: 24 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

Research Courses: 20 quarter hours required

These courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- Choose one subsequent research course from the following list:
  - SCG 755 QUANTITATIVE RESEARCH METHODS II
  - SCG 765 QUALITATIVE RESEARCH METHODS II
Elective Requirement: 4 quarter hours required

- One elective (4 quarter hours) from the following list:
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
  - CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
  - A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION
  - BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  - BBE 530 LATINOS AND EDUCATION
  - Other options need to be approved by the Ed.D. Program

Concentration Courses: 20 quarter hours required

- Choose five courses from the following list:
  - CS 754 CURRICULUM THEORIZING: MULTIPLE LENSES
  - CS 761 ASSESSING SCHOOL CURRICULUM
  - CS 764 YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
  - CS 774 ENGAGING IN CURRICULUM DELIBERATION
  - CS 784 CURRICULUM AND PROGRAM DESIGN
  - CS 794 SPECIAL TOPICS IN CURRICULUM

Candidacy Course: non-credit, non-tuition

- CS 706 CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required

- CS 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- CS 859 INDEPENDENT DISSERTATION RESEARCH: CURRICULUM STUDIES

Curriculum Studies (MA)

Curriculum Studies programs at DePaul share a commitment to social justice, democracy, and critical engagement with issues affecting urban and marginalized students. Our programs assist educators in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The Curriculum Studies program is designed for educators who wish to enhance their skills in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula to better serve the needs of students, especially urban and marginalized students.

Within this framework, the Curriculum Studies Program offers a number of Programs of Study (POS) that provide options for students to meet their own professional goals leading to an MEd or MA. These programs of study include a set of carefully chosen electives to support a student's career goals.

Concentrations

The Curriculum Studies program has two available concentrations:

- Curriculum Specialist Concentration
- Individualized Plan Concentration
**Curriculum Specialist**

This POS allows teacher/practitioners to take the full range of curriculum studies courses. It is designed for those who wish to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum. This POS serves a solid foundation for teacher/practitioners wishing to enhance their sense of professional identity and their teaching, teachers interested in serving as curricular and instructional leaders, and those working within other educational programs where a knowledge of curriculum history, theory, practice, design, and evaluation are central to their work.

**Individualized Plan**

This POS is for teacher/practitioners wishing to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum while allowing them to further specific professional interests. In addition to a set of core courses in curriculum studies, students select (in consultation with their academic advisor) up to four courses that will support their continued development in their content area or other area of professional interest. These courses could be selected in a way that works toward an additional area of endorsement or certificate (although additional course work may be needed beyond these courses to complete the endorsement or certificate). This POS is designed for teacher/practitioners who are interested both in enhancing their curricular knowledge and practice and who have a strong interest in an additional area of study to support their professional development.

**Admission Information**

**Requirements**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Resume showing evidence of adequate background for program
- Personal Statement: Describe your accomplishments since receiving your bachelor's degree. Please communicate your ultimate career goals and indicate which curriculum studies concentration you would like to pursue (remember that we also have an individually designed concentration option).

**College Requirements**

**Dispositions**

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strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
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**Degree Requirements**

**Course Requirements**

**Core Curriculum Courses: 16 quarter hours (4 courses) required, grade of C or better required**

- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 485 CURRICULUM/PROGRAM EVALUATION
Social and Cultural Studies Courses: 12 quarter hours (3 courses) required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS (preferred)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one course from the following list:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS (preferred)
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Choose one course from the following list:
- SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS (preferred)
- SCG 408 EDUCATION AND SOCIETY
- SCG 403 PROSEMINAR: CULTURE AND EDUCATION (preferred)
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS (preferred)
- SCG 411 PHILOSOPHY OF EDUCATION

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required

- Choose one course from the following list:
  - A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

- CS 589 THESIS RESEARCH IN CURRICULUM STUDIES (4 quarter hours)

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Concentration Requirements

Curriculum Specialist

Curriculum Studies Courses: 16 quarter hours (4 courses) required, grade of C or better required

- CS 472 ETHICS, CURRICULUM AND SOCIAL CHANGE
- CS 473 ASSESSMENT
- CS 481 THE STUDY OF TEACHERS AND TEACHING
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Individualized Plan

Individualized Plan Courses: 16 quarter hours (4 courses) required, grade of C or better required
Choose four courses per faculty approval

These courses should be a set of carefully chosen electives to support the student's career goals. A student may elect to take a sequence of courses approved for Curriculum Studies students or plan an individual sequence in consultation with his or her advisor. A student pursuing an individually designed career emphasis sequence must write a rationale for the sequence which, when approved, will be placed in his/her file.

Curriculum Studies (MED)

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Within this framework, the Curriculum Studies Program offers a number of Programs of Study (POS) that provide options for students to meet their own professional goals leading to an MEd or MA. These programs of study include a set of carefully chosen electives to support a student's career goals.

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The Curriculum Studies program has two available concentrations:

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This POS allows teacher/practitioners to take the full range of curriculum studies courses. It is designed for those who wish to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum. This POS serves a solid foundation for teacher/practitioners wishing to enhance their sense of professional identity and their teaching, teachers interested in serving as curricular and instructional leaders, and those working within other educational programs where a knowledge of curriculum history, theory, practice, design, and evaluation are central to their work.

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Admission Information

Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Resume showing evidence of adequate background for program
- Personal Statement: Describe your accomplishments since receiving your bachelor's degree. Please communicate your ultimate career goals and indicate which curriculum studies concentration you would like to pursue (remember that we also have an individually designed concentration option).

College Requirements

Dispositions

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- Demonstrates a positive attitude and commitment to the profession
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The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
Degree Requirements

Course Requirements

Core Curriculum Courses: 16 quarter hours (4 courses) required, grade of C or better required

- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 485 CURRICULUM/PROGRAM EVALUATION
- CS 591 CURRICULUM THEORIZING: MULTIPLE LENSES
- CS 488 DESIGNING AND INTERPRETING CURRICULUM
- CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA

Social and Cultural Studies Courses: 12 quarter hours (3 courses) required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS (preferred)
or SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one course from the following list:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS (preferred)
or SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- Choose one course from the following list:
  - SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS (preferred)
or SCG 408 EDUCATION AND SOCIETY
  - SCG 603 PROSEMINAR: CULTURE AND EDUCATION (preferred)
or SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS (preferred)
or SCG 411 PHILOSOPHY OF EDUCATION

Supervision or Organizational Development Courses: 4 quarter hours required, grade of C or better required
Choose one course from the following list:
  - A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
  - A&S 590 ORGANIZATIONAL DEVELOPMENT

Master of Education (M.Ed.) Degree Requirements: 4 quarter hours, grade of C or better required

- CSC 580 DESIGN OF OBJECT-ORIENTED LANGUAGES (Formerly SE 580) (4 quarter hours, M.Ed. degree only)
- CS 606 REVIEW OF LITERATURE (non-credit, non-tuition, PA grade required)
- CS 607 INTEGRATIVE PAPER (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

Concentration Requirements

Curriculum Specialist

Curriculum Studies Courses: 16 quarter hours (4 courses) required, grade of C or better required

- CS 472 ETHICS, CURRICULUM AND SOCIAL CHANGE
- CS 473 ASSESSMENT
- CS 481 THE STUDY OF TEACHERS AND TEACHING
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Individualized Plan

Individualized Plan Courses: 16 quarter hours (4 courses) required, grade of C or better required

- Choose four courses per faculty approval

These courses should be a set of carefully chosen electives to support the student's career goals. A student may elect to take a sequence of courses approved for Curriculum Studies students or plan an individual sequence in consultation with his or her advisor. A student pursuing an individually designed career emphasis sequence must write a rationale for the sequence which, when approved, will be placed in his/her file.

Directing (MFA)

The Theatre School's Master of Fine Art (MFA) degree in Directing is a three-year program that allows directors to develop and explore their artistic vision and then apply their ideas through constant collaboration with other artists - actors, designers, and dramaturgs. Coursework is focused on preparation - research, theory and analysis - as well as practical application through scene study, workshops and quarterly full-length directing assignments.
Admission Information

The first charter of DePaul University included a statement on nondiscrimination and the policy has been enforced vigorously for 100 years. Students, faculty and the public are entitled to equal treatment regardless of race, creed or color. It is the policy of The Theatre School to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate. Admission to the Master of Fine Arts degree programs is based on evidence of ability to be successful in graduate study. Specific requirements include:

- Completion of an undergraduate degree from a regionally accredited college or university (as evidenced by official transcripts).
- Completion of graduate application materials.
- Three letters of recommendation.
- Demonstration of special competence in the major area through an audition or interview.

Audition and Interview

Our auditions place special emphasis on the applicant’s potential for future growth. We believe that imagination, personal initiative, self-discipline, stamina, seriousness of commitment to the acting profession and trainability are fundamental.

By trainability, we mean that we attempt to judge the applicant’s potential for growth. We believe that this potential can be assessed by evaluating how the student reveals inner resources through the work. We look for the student’s ability to focus personal energies in a relaxed manner which will enhance communication of the conflict the character faces in the context of the play. Students who get trapped in “characterization” or “style” tend to demonstrate their level of virtuosity rather than tapping their deeper, inner resources.

MFA Acting applicants should prepare two (2) monologues – one contemporary and one classical, a maximum of four minutes total. The classical monologue must be Shakespearean, or from the Restoration, Jacobian or Elizabethan periods. You are urged to select material for which you are temperamentally suited; preferably something in which you might conceivably be cast now or in the near future. Avoid material which causes you to disguise yourself or “put on” a character. The pieces selected should be from plays. Recital of poetry or cuttings from short stories are not acceptable. Concentration and a sincere interest in your pieces are important. During your audition, keep your attention on what you are doing rather than on the effect you are having on the audition committee.

The audition begins with group physical and vocal work. Wear comfortable clothes appropriate for physical activity (examples: sweats, tee-shirts, shorts, leotards). You may be asked to remove your shoes and socks. If you wish, you may bring a change of clothing to change into after the warm up, though this is not required. After the group session, each person presents his or her monologues privately with our committee. After the monologues, you are assigned a scene partner from among the other auditionees and you and your partner will be given a six-line open scene to work on with our faculty. Once you have completed your scene, you have completed the audition and are done for the day. There are no callbacks.

In addition to the audition process, directing students interview with faculty in the directing program and submit a series of written statements including a directorial analysis of a play previously assigned by the program head. Please contact The Theatre School's Admissions Office for exact written requirements.

Application Deadline and Entry Terms

Applications are only accepted for entry into the fall quarter of each academic year and are generally accepted from September through January for entry the following fall.
Degree Requirements

Course Requirements

First Year

- Directing I Sequence
  - PRF 581 DIRECTING I
  - PRF 582 DIRECTING I
  - PRF 583 DIRECTING I
- Directing Seminar
  - PRF 691 DIRECTING SEMINAR
  - PRF 692 DIRECTING SEMINAR
  - PRF 693 DIRECTING SEMINAR
- Acting I Sequence
  - PRF 511 GRADUATE ACTING I
  - PRF 512 GRADUATE ACTING I
  - PRF 513 GRADUATE ACTING I
- PRF 552 MFA I MEISNER
- Dramaturgy I Sequence
  - THE 534 DRAMATURGY I
  - THE 535 DRAMATURGY I
- Directing Theories Sequence
  - PRF 591 DIRECTING THEORIES
  - PRF 592 DIRECTING THEORIES
- Theatrical Collaboration Sequence
  - DES 641 THEATRICAL COLLABORATION
  - DES 642 THEATRICAL COLLABORATION
  - TEC 320 TECHNICAL COLLABORATION
- Choose two of the following:
  - PRF 561 REHEARSAL AND PERFORMANCE I
  - PRF 562 REHEARSAL AND PERFORMANCE I
  - PRF 563 REHEARSAL AND PERFORMANCE I

Second Year

- Directing II Sequence
  - PRF 681 DIRECTING II
  - PRF 682 DIRECTING II
  - PRF 683 DIRECTING II
- Topics in Scene Study Sequence
  - PRF 617 DIRECTING: SCENE STUDY
  - PRF 618 DIRECTING: SCENE STUDY
- Directing Seminar
  - PRF 691 DIRECTING SEMINAR
  - PRF 692 DIRECTING SEMINAR
  - PRF 693 DIRECTING SEMINAR
- Acting II, Classical Sequence
  - PRF 611 GRADUATE ACTING II: CLASSICAL
  - PRF 612 GRADUATE ACTING II: CLASSICAL
  - PRF 613 GRADUATE ACTING II: CLASSICAL
- Graduate Seminar
  - THE 601 GRADUATE SEMINAR
  - THE 602 GRADUATE SEMINAR
  - THE 603 GRADUATE SEMINAR
- PRF 631 GRADUATE VOICE AND SPEECH II
- Rehearsal and Performance Sequence
  - PRF 661 REHEARSAL AND PERFORMANCE II
  - PRF 662 REHEARSAL AND PERFORMANCE II
  - PRF 663 REHEARSAL AND PERFORMANCE II
- Theatre Electives: two courses chosen in consultation with advisor.

Third Year
Early Childhood Education (EDD)

The Early Childhood Education concentration in DePaul's Ed.D program recognizes the current shortage of highly trained early childhood professionals for colleges and universities at the national level. The program focuses not only on analyzing theory and practice in early childhood education today, but also on the policy issues influencing the field of early childhood education.

All the coursework in this program is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as National Association of Education of Young Children, Council for Exceptional Children and Zero to Three. The program is rooted in applied child development as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families.

Recognizing the need for hands-on training in research and higher academic teaching, part of the focus of this program is on mentoring doctoral candidates in acquiring these skills through two research and teaching internships prior to their dissertation work. The program is designed to prepare early childhood professionals who might come from a variety of backgrounds such as teachers, leaders or administrators, professionals working in the early childhood or related fields, or instructors at the college level.

Degree

Doctor of Education (Ed.D.): 88 quarter hours

Admission Information

Admission Requirements

Candidates must provide evidence that they

- Possess a Master’s Degree from an accredited institution
- Have experience in an educational role
- Have demonstrated leadership or leadership potential
Are willing and able to make the necessary commitment of time to the program
Are likely to be successful in a challenging doctoral program
Welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education

Admissions Process

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an orientation session, which covers the philosophical framework of the program, values, and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

The admissions application requires the following components

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
- Resume or Curriculum Vitae
- GRE scores
- College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

Degree Prerequisites

Doctoral candidates should enter the program with at least 9 semester or 12 quarter hours (3 courses) in the area of early childhood education or a related field, such as child development or developmental psychology. Students who do not meet this requirement could be admitted conditionally, contingent upon taking the required prerequisites, either concurrently or prior to beginning course work at DePaul.

Degree Requirements

Course Requirements

Core Courses: 28 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

Research Courses: 20 quarter hours required
The research courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I (prerequisite: SCG 785)
- SCG 745 QUALITATIVE RESEARCH METHODS I (prerequisite: SCG 785)
- SCG 755 QUANTITATIVE RESEARCH METHODS II (prerequisite: SCG 735)
  or SCG 765 QUALITATIVE RESEARCH METHODS II (prerequisite: SCG 745)

Elective Requirement: 4 quarter hours required

- One elective (4 quarter hours) from the following list
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
  - CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
  - AES 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION
  - BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  - BBE 530 LATINOS AND EDUCATION
  - Other options need to be approved by the Ed.D. Program

Concentration Courses: 28 quarter hours

- ECE 704 SEMINAR IN RESEARCH IN CHILD DEVELOPMENT
- ECE 714 SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE
- ECE 724 SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION
- ECE 734 SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION
- ECE 744 SEMINAR IN CULTURE, LANGUAGE AND LEARNING
- ECE 759 TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION
- ECE 769 RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION

Candidacy Course: non-credit, non-tuition *

- CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required*

- SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD

*Course numbers for the Early Childhood Education Cadidacy and Dissertation courses are still under development by the College of Education.

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College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
Balances self-confidence and assertiveness with respect for others' perspectives
Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.

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E-Business (MBA)

The E-Business MBA concentration provides students with the skills and abilities needed to identify and document E-Business requirements, and to manage the process of fulfilling the need defined by these requirements.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.
For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant’s name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant’s admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.
**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

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**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**
The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. coursework. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

To complete the E-Business concentration, students must take the following two required courses:

- IS 455 ELECTRONIC BUSINESS
- ECT 589 E-BUSINESS STRATEGIES

Additionally, students must choose an elective from among the following courses:

- MGT 535 CHANGE MANAGEMENT
- MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
- MKT 595 INTERNET AND INTERACTIVE MARKETING
- TDC 425 VOICE/DATA NETWORK FUNDAMENTALS
- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- MGT 798 SPECIAL TOPICS: BUSINESS ARCHITECTING
- IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
- IS 560 ENTERPRISE SYSTEMS
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN

E-Commerce Technology (MS)

The Master of Science in E-Commerce Technology is designed for those who want to specialize in e-business systems development and management. This program exposes students to a broad and changing mix of technologies, programming languages and tools. Team projects, and work for real clients provide an authentic environment for learning. The curriculum provides flexible and in-depth training in web development and e-business systems implementation. Students may take their major electives in the following areas:

- E-Commerce Technology (ECT)
- Human-Computer Interaction (HCI)
- Database Technologies (CSC)
- Software Engineering (SE)

Students in this program will gain a broad range of skills including:

- Computer programming and database technology
Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS

Foundation Courses

- ECT 424 ENTERPRISE INFRASTRUCTURE
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- CSC 453 DATABASE TECHNOLOGIES
- SE 430 OBJECT ORIENTED MODELING

Students in the Foundation Courses may register for a maximum of four Advanced Courses.

Advanced Courses

- ECT 480 INTRANETS AND PORTALS
- ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
- ECT 582 SECURE ELECTRONIC COMMERCE

Major Elective Courses

Students must take 5 elective courses from the list below. A minimum of 2 courses must be taken at the 500-level.

- ECT 436 SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS
- ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN
- ECT 565 MOBILE ENTERPRISE
- ECT 583 ADVANCED SCRIPTING TECHNOLOGIES
- ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
Capstone

ECT 589 E-BUSINESS STRATEGIES

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

Economic Policy Analysis (MBA)

Students with this concentration will develop solid writing and analytical skills. The hallmark of this concentration is the opportunity to participate in a Congressional Research Fellowship during which students will work full time on Capitol Hill. This will immerse students in policy making, analysis and research. Students will also have a unique opportunity to develop an extensive network with current and former staffers on Capitol Hill.

Most medium and large firms hire business economists in areas such as manufacturing, communications, banking, insurance, retailing, finance and investment, transportation, utilities, and consulting. In addition, positions in various departments of federal, state, and local governments are available; job mobility can be high with business economists moving among business firms, government, nonprofits, and possibly academic institutions.
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
Applications must be submitted by:

- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall
Concentration Requirements

Course Requirements

To complete this concentration, students are required to take four graduate-level courses. To be eligible for the Congressional Research Fellowship courses students must earn a grade of B or higher in ECO 555 (or ECO 505) and ECO 509 (or ECO 506) and WRD 586. In addition, students must have instructor consent.

- WRD 586 WRITING FOR PUBLIC POLICY
- ECO 507 RESEARCH METHODS FOR POLICY ANALYSIS I
- Choose two from the following list
  - Congressional Research Fellowship Sequence
    - ECO 798 SPECIAL TOPICS CONGRESSIONAL RESEARCH FELLOWSHIP I
    - ECO 798 SPECIAL TOPICS CONGRESSIONAL RESEARCH FELLOWSHIP II
  - ECO 512 APPLIED TIME SERIES FORECASTING (CROSS-LISTED AS MATH 512/MATH 358)
  - ECO 514 INDUSTRIAL ORGANIZATION
  - ECO 515 MICROECONOMICS OF MARKET ORGANIZATION
  - ECO 516 ECONOMICS OF THE PUBLIC SECTOR I
  - ECO 518 LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED AS MGT 518)
  - ECO 550 REGIONAL AND URBAN ECONOMICS
  - ECO 557 INTERNATIONAL TRADE THEORY & POLICY (CROSS-LISTED WITH IB 520)
  - ECO 558 INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS IB 521)
  - ECO 561 ECONOMICS OF DEVELOPING COUNTRIES (CROSS-LISTED WITH IB 525)
  - ECO 576 ADVANCED ECONOMETRICS

Economic Policy Analysis (MS)

The M.S. in Economics and Policy Analysis (M.S.-E.P.A.) gives students a distinguished and marketable set of skills in economic theory as it applies to policy analysis. In this 13 course program, students learn how to conduct statistical and econometric research grounded in sound economic models using data from multiple sources on different policy issues. In addition, students will be able to explain their results and policy recommendations not only to economists, but also to non-economists, politicians, and the general public.

M.S.-E.P.A. graduates can find employment in the private sector working for corporations in governmental relations departments, in federal and state governmental agencies, in trade associations or lobbying firms, or in the not-for-profit sector.

In this course of study, students will:

- Develop a Master's level knowledge of applied economic theory.
- Learn the economic and political functions of government and how the two functions interact with each other in the public sector.
- Learn to conduct econometric research -- collect, interpret, manipulate, and analyze policy-related data.
- Develop writing skills to communicate research findings to a variety of audiences including business professionals, economists, policy makers, and the public at large.
- Have the opportunity to participate in Congressional Research Fellowships, if accepted through a separate application process, which will give students hands-on experience in a policy making environment. The fellowships will also allow participating students to develop extensive career networks which lead to employment opportunities.
Graduates can pursue careers in both the private and public sectors as analysts in trade associations, in business development and government relations departments, and in all levels of the public and not-for-profit sector.

**Admission Information**

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.
For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
Degree Requirements

Prequisite Requirements

Students must have completed a course in Principles of Microeconomics and Macroeconomics as well as differential calculus prior to admission to the MS-EPA program.

Course Requirements

Students in the MS-EPA program complete 13 courses (52 credit hours). The degree consists of 11 required core courses plus two elective courses. Students may apply for a two-course equivalent Congressional Research Fellowship, or in lieu of the fellowship students may take two elective courses. New students will be admitted each fall.

Students may enroll in the program on a full-time or part-time basis. Classes for the full-time program are generally offered during the daytime. The typical full-time student will finish the program in five quarters. Students will be advised to take no more than three courses per term. Students attending the program part-time will typically take two evening courses per quarter and finish the program in six quarters.

Core Courses

- WRD 586 WRITING FOR PUBLIC POLICY
- ECO 505 ADVANCED MICROECONOMICS
- ECO 506 ADVANCED MACROECONOMICS
- ECO 515 MICROECONOMICS OF MARKET ORGANIZATION
- ECO 516 ECONOMICS OF THE PUBLIC SECTOR I
- ECO 557 INTERNATIONAL TRADE THEORY & POLICY (CROSS-LISTED WITH IB 520)
- ECO 520 ECONOMICS OF THE PUBLIC SECTOR II
- ECO 507 RESEARCH METHODS FOR POLICY ANALYSIS I
- ECO 508 RESEARCH METHODS FOR POLICY ANALYSIS II
- ECO 521 POLICY & REGULATION IN FINANCIAL MARKETS
- ECO 527 BUSINESS REGULATION AND ANTITRUST

Elective Courses (8 credits required)

- Congressional Research Fellowship Sequence
  - ECO 798 SPECIAL TOPICS : CONGRESSIONAL RESEARCH FELLOWSHIP I
  - ECO 798 SPECIAL TOPICS : CONGRESSIONAL RESEARCH FELLOWSHIP II (TAKEN CONCURRENTLY WITH CRF, I FOR A TOTAL OF 8 CREDIT HOURS.)
- ECO 512 APPLIED TIME SERIES FORECASTING (CROSS-LISTED AS MATH 512/MATH 358)
- ECO 514 INDUSTRIAL ORGANIZATION
- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED AS MGT 518)
- ECO 550 REGIONAL AND URBAN ECONOMICS
- ECO 558 INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS IB 521)
- ECO 576 ADVANCED ECONOMETRICS
- ECO 526 BUSINESS STRATEGY
- ECO 798 SPECIAL TOPICS : ECONOMICS OF INNOVATION

Congressional Research Fellowship

Students in the M.S.-E.P.A. program will have the opportunity to participate in a Congressional Research Fellowship during which students will work full-time on Capitol Hill in Washington D.C. for 12-16 weeks. Students will be immersed in policy making, analysis, and research. Students will also have a unique opportunity to develop an extensive network with current and former staffers on Capitol Hill.

The Congressional Research Fellowship is a two-course package in which both courses are taken simultaneously. Students may not take any other courses during the quarter they take the Congressional Research Fellowship courses. Students will be responsible for all expenses incurred during their fellowship.
In order to be eligible for the fellowship, students must have earned a course grade of B or better in ECO 505, ECO 506, WRD 586, and ECO 507 (Research Methods I). In addition to the academic requirements, students must also have departmental approval. Students must participate in a seminar on present issues being addressed on Capitol Hill and appropriate protocol to be followed when in Washington before beginning their fellowship.

**Degree Requirements**

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the thirteen required courses.
- All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

**Educating Adults (MA)**

The Master of Arts Program in Educating Adults (MAEA), founded in 2006, is designed for people who, working formally or informally in diverse settings, support the process and practice of adults’ learning. Grounded in key theories, current research and best practices in adult education and learning, the program provides a learning laboratory for learners to build and deepen their knowledge and skills in assessment, design, facilitation, evaluation and ongoing research to improve practice.

**Key Features**

1. You design expand your knowledge of key theories and best practices in adult learning—including the latest in instructional technology, course design, learning facilitation, internet-based practices and emerging trends.
2. You further develop competencies as an adult educator and expand your repertoire of core and cutting-edge knowledge and skills.
3. You study with other adult educators in a collaborative learning environment.
4. You customize portions of your study to match your individual learning needs and goals and carry out an applied project that contributes to adults’ learning in your particular area of practice.
5. You receive assistance from a team of advisors from the University who provide coaching and mentoring to ensure your success.
6. You engage in a brief/intensive series of “liberal learning” seminars designed to rekindle and/or deepen your practice in areas of inquiry, change, interpersonal communication, diversity, ethical reasoning and leadership.
7. You accomplish your goal of graduate study—enhancing your contribution as an educator of adults and earning an accredited graduate degree with competencies endorsed by the University.

**Admission Information**

As indicated, the following process and components apply to all of the School for New Learning’s (SNL) graduate programs and certificates.

**Application Steps**

**Step 1: Basic Information.**

Applicant becomes knowledgeable about a particular SNL graduate program/ certificate. Various options are
available for this purpose, e.g., materials, information sessions, advising appointments, etc. See the SNL website for details.

**Step 2: Application and Required Materials.**

Applicant submits required application materials including:

- a completed Application form and Application Fee* (*The application fee is waived for DePaul alumni.);
- a current resume;
- an Application Essay* (writing sample) that addresses key questions pertinent to assessing the “fit” of the particular program to the student and vice versa (*Application Essay is waived for certificate applicants.);
- and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. An undergraduate cumulative GPA of 2.5 is required.

NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores. International students are advised to consult the International Programs Office to learn of further University requirements that may apply.

**Step 3: Interview.**

Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

**Step 4: Review.**

Information gleaned from each applicant’s materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular program’s admission considerations. See admissions considerations below.

**Step 5: Decision.**

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student’s acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

**Admission Considerations**

The following areas are considered in making admission decisions:

- applicant’s reasoning in selection of the particular graduate program or certificate (including investigation of other graduate programs/certificates);
- applicant’s understanding of the particular SNL graduate program/certificate;
- applicant’s professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate program/certificate under consideration;
- applicant’s possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
- applicant’s educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
- applicant’s motivation to increase competence and ability to sustain effort to achieve such;
- applicant’s learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
- applicant’s cognitive/intellectual values and skills [willingness and ability to investigate prior to making claims; engage in curiosity leading to focused and sustained attention (analysis/synthesis) regarding a point of inquiry; investigate various knowledge sources (libraries, data bases, etc.); broaden perception by exploring multiple context(s) in which knowledge exists; analyze underlying assumptions and tolerate/explore ambiguity; discriminate information from opinion; form and adapt commitments amid
Degree Requirements

Course Requirements

Students must complete a minimum of 57 graduate credit hours with a cumulative GPA of not less than 3.0.

Professional Core

- EA 515 DEVELOPING PROFESSIONAL IDENTITY
- EA 516 DESIGNING EDUCATIONAL OFFERINGS
- EA 517 FACILITATING ADULTS LEARNING
- EA 518 ENHANCING PRACTICE WITH THEORY
- EA 525 PRACTICE-BASED INQUIRY
- EA 526 ASSESSING LEARNING AND EVALUATING PROGRAMS
  + electives
- EA 505 APPLIED INQUIRY PROJECT PROPOSAL I
- EA 506 APPLIED INQUIRY PROJECT PROPOSAL II
- EA 528 APPLIED INQUIRY PROJECT

Liberal Learning

- LLS 410 PERSONAL EFFECTIVENESS
- LLS 420 INTERPERSONAL EFFECTIVENESS
- LLS 430 ORGANIZATIONAL EFFECTIVENESS
- LLS 440 VALUES EFFECTIVENESS
- LLS 450 INQUIRY EFFECTIVENESS

Reflective Practice

- EA 535 REFLECTIVE PRACTICE SEMINAR I
- EA 536 REFLECTIVE PRACTICE SEMINAR II
Educational Leadership (EDD)

The primary, though perhaps not the only audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or “by the book.” They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

Superintendent Endorsement Option

The Doctoral program’s Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with the Superintendent endorsement must:

1. complete an approved superintendent program at an Illinois institution,
2. hold a Master’s degree,
3. provide proof of two years of full-time administrative experience on a valid administrative certificate with the general administrative endorsement, and
4. pass the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Type 75 Superintendent program and the endorsement’s additional requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.
Admission Information

Admission Requirements

Candidates must provide evidence that they:

- Possess a Master’s Degree from an accredited institution
- Have experience in an educational role
- Have demonstrated leadership or leadership potential
- Are willing and able to make the necessary commitment of time to the program
- Are likely to be successful in a challenging doctoral program
- Welcome the opportunity to interact with university faculty, peers, and colleagues in a search for effective answers to troubling problems in education

Admissions Process

The admissions process for the Ed.D. Program reflects and enacts the principles and values of the program regarding engagement, reflection, the exercise of agency, working for change, and a commitment to professional development and learning. We highly recommend that anyone interested in the program attend an orientation session, which covers the philosophical framework of the program, values, and expectations. It also provides potential applicants with the opportunity to participate in a dialogue with current students and program faculty.

The admissions application requires the following components:

- Personal statement (approximately 3 pages)
  - Discusses why an applicant is interested in further study and articulates an issue or problem of interest or concern.
- Writing sample
  - Preferably a course paper from an applicant's master's program. Alternatively, applicants can write a short (3-5 page) academic response to readings provided (upon request) by the doctoral program.
- Three letters of recommendation
  - At least two of the letters should be from faculty in the applicant's master's program.
- Transcripts (undergraduate and graduate)
- Resume or Curriculum Vitae
- GRE scores
- College of Education graduate application and $40 application fee

Some applicants will be invited to interview with two or three Ed.D. Program faculty members — a conversation that will provide an opportunity for candidates to become familiar with the program and the faculty, as well as an opportunity for faculty members to get to know prospective candidates. Applicants living outside the Chicago area will engage in an appropriate, reciprocal substitute for this dialogue.

Students will be selected from the pool of qualified applicants by the Ed.D. Admissions Committee.

Degree Prerequisites

Doctoral candidates must have completed graduate level course work in school administration, school law, and school finance. (This coursework in the program fulfills the academic requirements for the state superintendency endorsement, as well as the requirements for the initial Type 75 certification for the principalship.)

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or
College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.
Degree Requirements

Course Requirements

Core Courses: 24 quarter hours required

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION

Research Courses: 20 quarter hours required

The research courses are sequenced and must be taken in the following order:

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
  or SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement  (4 quarter hours required)

- One elective (4 quarter hours) from the following list
  - Any doctoral course (700 or above) for which the student qualifies
  - SCG 527 GLOBAL ISSUES IN EDUCATION
  - SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
  - CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
  - CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
  - A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
  - BBE 404 LANGUAGE, LITERACY AND CULTURE
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION
  - BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  - BBE 530 LATINOS AND EDUCATION
  - Other options need to be approved by the Ed.D. Program

Concentration Courses: 20 quarter hours required

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: 8 quarter hours required

- A&S 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- A&S 859 INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP

Superintendent Internship*: 4 quarter hours required

- A&S 899 SUPERINTENDENT INTERNSHIP

*Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.
Educational Leadership (MA)

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely to confront administrators and supervisors. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

Certification

The Educational Leadership Master’s program is an Illinois State Board of Education (ISBE) approved program for the Type 75 certificate with the General Administrative (Principal) endorsement. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with General Administrative endorsement must:

- complete an approved general administrative program at an Illinois institution
- hold a Master’s degree
- have 2 years of full-time teaching or school service personnel experience accrued on a valid teaching or school service personnel certificate
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Principal content-area tests

Upon completion of the Type 75 Principal program and the additional requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.

Note: Courses in this program leading to the Type 75 General Administrative Endorsement are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

Concentrations

The Educational Leadership program has two concentrations:

- Concentration in Educational Leadership (degree only)
- Concentration in Physical Education (degree only)

Admission Information

Requirements

- A completed College of Education graduate application
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- Evidence of adequate background for program
- Interview
- Personal Statement should be a typed, double spaced document and should be between 2-4 pages. Your statement should adhere to the following guidelines: Reflecting on the College of Education’s conceptual framework, please describe your goals and how it relates to your interest in the educational leadership
program and what assumptions, thoughts, and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity, and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement visit the College of Education website.

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

Degree Conferral and Graduation

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

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After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Social and Cultural Studies Courses: 4 quarter hours required
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

Educational Leadership Core Courses: 12 quarter hours required
- A&S 491 ADMINISTRATIVE THEORY AND BEHAVIOR
- A&S 495 SCHOOL LAW
- A&S 496 HOME, SCHOOL, COMMUNITY RELATIONS

Master of Arts (M.A.) Degree Requirements: 4 quarter hours
- A&S 599 THESIS SEMINAR IN EDUCATIONAL LEADERSHIP

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentration Requirements

Higher Education

Social and Cultural Studies Courses: 4 quarter hours required
- SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY

Curriculum Studies Course: 4 quarter hours required
- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 DESIGNING AND INTERPRETING CURRICULUM
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
Educational Leadership Core Courses: 12 quarter hours required

- A&S 493 DATA DRIVEN DECISION MAKING
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- Choose one of the following:
  - A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
  - A&S 596 HUMAN RESOURCE MANAGEMENT

Electives: 8 quarter hours required

- Chosen in consultation with an academic advisor.

Clinical Experience: 4 quarter hours required

Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Physical Education

Social and Cultural Studies Courses: 8 quarter hours required

- Choose one of the following:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 408 EDUCATION AND SOCIETY

Educational Leadership Core Courses: 4 quarter hours required

- A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION

Physical Education Courses: 16 quarter hours

- Choose four from the list:
  - PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE *
  - PE 451 CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION *
  - PE 452 EXERCISE SCIENCE AND SPORT *
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

*Required for Athletic Coaching Certification

Elective Requirement: 4 quarter hours required

Graduate courses with permission of faculty advisor or program director

Educational Leadership (MED)

The purpose of this program is to prepare educational personnel for administrative and supervisory positions in schools, business, and a variety of human services agencies. This discipline-based program includes concepts, research findings, and models of inquiry in social sciences. The program is also theory and problem-based in that it addresses the relevant theories of organization, leadership, and curriculum and contemporary issues likely
to confront administrators and supervisors. Finally, the program is career-based given that it focuses on the examination of administrative and supervisory functions and objectives within a variety of settings and for different purposes.

**Certification**

The Educational Leadership Master's program is an Illinois State Board of Education (ISBE) approved program for the Type 75 certificate with the General Administrative (Principal) endorsement. ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with General Administrative endorsement must:

- complete an approved general administrative program at an Illinois institution
- hold a Master's degree
- have 2 years of full-time teaching or school service personnel experience accrued on a valid teaching or school service personnel certificate
- pass the Basic Skills or Test of Academic Proficiency (TAP) and Principal content-area tests

Upon completion of the Type 75 Principal program and the additional requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.

Note: Courses in this program leading to the Type 75 General Administrative Endorsement are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

**Concentrations**

The Educational Leadership program has several concentrations:

- Concentration in Principal License
- Concentration in Principal License (Catholic)
- Concentration in Educational Leadership (degree only)
- Concentration in Physical Education (degree only)

**Admission Information**

**Requirements**

- A completed College of Education graduate application
- Two years of successful teaching or other appropriate work experience
- Two letters of recommendation from professors or supervisors
- Evidence of adequate background for program
- Interview
- Personal Statement should be a typed, double spaced document and should be between 2-4 pages. Your statement should adhere to the following guidelines: Reflecting on the College of Education’s conceptual framework, please describe your goals and how it relates to your interest in the educational leadership program and what assumptions, thoughts, and conclusions have you developed regarding working in this urban context and what evidence from your own experiences, interests and skills support these thoughts and conclusions? In writing about an issue in urban education, many applicants will consider issues of diversity, socio-economics, equity, and reform as relevant. Please also describe what role(s) you have played and/or wish to play as an educational leader in the future. For more information on our conceptual framework as you reflect on your statement visit the College of Education website.
College Requirements

Dispositions

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- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.
Degree Requirements

Course Requirements

Educational Leadership Core Courses: 12 quarter hours required

- A&S 491 ADMINISTRATIVE THEORY AND BEHAVIOR
- A&S 495 SCHOOL LAW
- A&S 496 HOME, SCHOOL, COMMUNITY RELATIONS

Academic Standards

Students must maintain a 3.0 average or higher to continue in the program. Any grade below a C will not count for credit toward completion of the program.

Concentration Requirements

Higher Education

Social and Cultural Studies Courses: 8 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY

Curriculum Studies Course: 4 quarter hours required

- Choose one of the following:
  - CS 485 CURRICULUM/PROGRAM EVALUATION
  - CS 488 DESIGNING AND INTERPRETING CURRICULUM
  - CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES

Educational Leadership Core Courses: 12 quarter hours required

- A&S 493 DATA DRIVEN DECISION MAKING
- Choose one of the following:
  - A&S 494 SCHOOL FINANCE
Electives: 8 quarter hours required
- Chosen in consultation with an academic advisor

Clinical Experience: 4 quarter hours required
Students must complete all of the Administration and Supervision core courses prior to completing the Clinical Experience course.

- A&S 594 INTERNSHIP IN EDUCATIONAL LEADERSHIP

Capstone: 4 quarter hours required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (4 quarter hours, grade of C or better required)

Capstone project completed in conjunction with faculty advisement

**Note: For other requirements please view the Degree Requirements section.

Principal License

Curriculum Studies Courses: 8 quarter hours required
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Educational Leadership Core Courses: 16 quarter hours required
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

Elective: 4 quarter hours required
- Choose one of the following:
  - SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
  - SCG 408 EDUCATION AND SOCIETY
  - Graduate course with permission of faculty advisor or program director

Internship: 4 quarter hours required
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)

Capstone: 4 quarter hours required
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (4 quarter hours, grade of C or better required)

Capstone project completed in conjunction with faculty advisement

**Note: For other requirements please view the Degree Requirements section.

Principal License (Catholic)

Curriculum Course: 8 quarter hours required
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS
Educational Leadership Core Courses: 24 quarter hours required

- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I

**Elective: 4 quarter hours required**

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

**Internship: 4 quarter hours required**

- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)

**Capstone: 4 quarter hours required**

- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (4 quarter hours, grade of C or better required)

Capstone project completed in conjunction with faculty advisement

**Note: For other requirements please view the Degree Requirements section.**

**Physical Education**

Social and Cultural Studies Courses: 12 quarter hours required

- Choose one of the following:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES

**Physical Education Courses: 16 quarter hours**

- PE 450 PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE*
- PE 451 CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION *
- PE 452 EXERCISE SCIENCE AND SPORT *
- Choose one of the following
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

*Required for Athletic Coaching Certification

**Educational Leadership: 4 quarter hours required**

- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT

**Elective Requirement: 4 quarter hours required**

- Choose one from the list:
  - A&S 493 DATA DRIVEN DECISION MAKING
  - A&S 590 ORGANIZATIONAL DEVELOPMENT
  - A&S 596 HUMAN RESOURCE MANAGEMENT
  - PE 453 ADVANCED HEALTH CONCEPTS
  - PE 454 ADVANCED CARE OF THE ATHLETE
  - PE 455 INTERNSHIP IN PHYSICAL EDUCATION

**Master of Education (M.Ed.) Degree Requirements**

- Paper Option
A&S 606 REVIEW OF LITERATURE
A&S 607 INTEGRATIVE PAPER
- Capstone Option
  - A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP (4 quarter hours, grade of C or better required)

Review of Literature and Integrative Paper or Capstone project completed in conjunction with faculty advisement

Students who complete A&S 608 in replacement of A&S 606 and A&S 607 will complete an additional 4 quarter hours and will complete a total of 52 quarter hours for the MEd degree.

**Note: For other requirements please view the Degree Requirements section.

English (MA)

The Master of Arts in English program offers graduate courses in all periods of English and American literature, as well as electives in English and American literature, language, and writing. The program requires a Capstone Portfolio at the end of the student’s course work, and provides options for independent study, internships, and thesis research.

Admission Information

Admission Requirements

To be considered for admission, students should have a bachelor’s degree in English or the equivalent. A student with a bachelor’s degree in another field of study may be asked to take additional undergraduate course work in English before beginning graduate study in the program. For full admission, an applicant must present the following:

- A completed application.
- Official transcripts detailing course work from all colleges and universities you have attended. If you send transcripts directly to DePaul, they must be in a sealed envelope with the official registrar's stamp across the envelope flap.
- A strong record of previous academic achievement: 3.0 GPA.
- A personal statement, from three hundred to five hundred words long, describing the student's particular interests in English and American literature, objectives in applying to DePaul's M.A. in English program, and plans for the future.
- A representative sample of academic or professional writing that indicates the candidate's ability to do well in advanced study in English and American literature.
- Scores in the Graduate Record Examination General Test or letters of recommendation, though not required, may be submitted to strengthen an application. Students applying for graduate assistantships must submit these GRE scores. Two letters of recommendation attesting to the candidate's ability to succeed in graduate study are also required for those applying for graduate assistantships.
- In addition to the Online Application, all application materials must be submitted to the DePaul University, College of Liberal Arts and Sciences, Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614.

We strongly suggest that students submit their applications at least ten weeks prior to the quarter in which they wish to begin their studies. Those students who wish to apply for graduate assistantships should submit their application materials no later than January 15 prior to the academic year for which they wish to receive an assistantship. Applicants may send the personal statement and writing sample by email to GradDePaul@depaul.edu. If their university offers the option of sending official transcripts electronically, they can also be sent to GradDePaul@depaul.edu. The letters of recommendation may be sent by email if the recommender has scanned a hardcopy letter on letterhead, saved it as a PDF and attached it to the email. The
email address should be the university or business email address. Applicants must fill in a cover form on which they waive her/his right to see the letter. This can also be scanned and sent by email. If the recommender prefers to send hardcopy, it should still be sent to the DePaul University, College of Liberal Arts and Sciences, Office of Graduate Admission, 2400 N. Sheffield, Chicago, IL 60614.

Have you already applied? To check the status of your application, please contact the LAS Graduate Division directly by calling (773) 325-7315, or by faxing a letter to (773) 325-2395, or by e-mailing GradDePaul@depaul.edu.

# Degree Requirements

## Coursework in English

48 hours of graduate credit in English

- Three core courses:
  - ENG 471 BIBLIOGRAPHY AND LITERARY RESEARCH
  - ENG 472 STUDIES IN LITERARY CRITICISM
  - One course in language chosen from among the following:
    - ENG 400 STRUCTURE OF MODERN ENGLISH [FORMERLY ENG 416]
    - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
    - ENG 402 HISTORY OF ENGLISH PROSE STYLE
    - ENG 407 LANGUAGE AND STYLE FOR WRITERS
    - ENG 408 STYLISTICS

- Five courses in Topics, Authors, and Genres in English, one each from these periods:
  - Medieval Literature
  - Renaissance Literature
  - Restoration/Eighteenth-Century British and/or Early American Literature
  - Nineteenth-Century British (Romantic and Victorian) and/or Nineteenth-Century American Literature
  - Twentieth/Twenty-first British and/or American Literature

- Four electives drawn from English and American period courses, Language and Rhetoric, Studies in Literature, Studies in Writing, Independent Study (maximum of four hours), Internship (maximum of four hours), or Thesis Research (maximum of four hours; available for students exercising the thesis option).

- A passing grade on the Capstone Portfolio. In the final quarter of coursework, or soon after completion of all other degree requirements, a student will turn in a Capstone Portfolio to be evaluated by a faculty committee. A Portfolio that does not initially earn a score of "pass" must be revised until it does so.

## Good Standing

To achieve good standing in the program, students must:

1. complete at least three courses within twelve months of their admission to the program (one of these courses must be ENG 471), and
2. maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

## Thesis Option

A thesis option is available to students who have a promising idea for a scholarly or creative project. Proposals must earn the approval of an English Department graduate faculty member, who will serve as project director. Credit is earned through ENG 501 THESIS RESEARCH.
Special Programs

Certificate Program in Teaching English in Two-Year Colleges

The Certificate Program in Teaching English in Two-Year Colleges is an interdisciplinary program housed in the Department of English and taught by faculty in both English and the Department of Writing, Rhetoric and Discourse. The program is designed to prepare prospective teachers of introductory classes in English, Writing, and the Humanities in city and community college settings. Participants in the Certificate Program will learn to teach critical and analytical reading, the processes and disciplines of writing, and other aspects of the arts, humanities, or communication curriculum in two-year colleges.

The Certificate program includes a Teaching Internship at a two-year college, to be arranged by the Coordinator of the Certificate in Teaching English in Two-Year Colleges, Dr. Carolyn Goffman.

Graduate students who are not pursuing the Certificate in Teaching English in the Two-Year College are also eligible to apply for the internship.

Applying to the Certificate Program in Teaching English in the Two-Year College

To be admitted to the Certificate Program, students must have completed or be currently enrolled in a Master’s degree in English; Writing and Publishing; Writing, Rhetoric, and Discourse; or a related field.

Application Materials:

- Cover letter describing your interest in teaching in the two-year college
- Current CV (resume)
- Undergraduate and graduate academic transcripts
- Sample of recent academic or professional writing
- Names of two faculty references

Applications for the Certificate Program are accepted at any time. Please submit all application materials electronically. Before applying, please contact the Program Coordinator at cgoffman@depaul.edu or (773) 325-8688.

Completing the Certificate

- ENG 474 TEACHING LITERATURE
- WRD 540 TEACHING WRITING
- ENG 509 INTERNSHIP
- One additional course from the following list
  - ENG 407 LANGUAGE AND STYLE FOR WRITERS
  - ENG 473 TEACHING CREATIVE WRITING (FORMERLY ENG 485)
  - ENG 478 TOPICS IN TEACHING (e.g., Teaching Poetry, Teaching Women Writers, Teaching Popular Literature and Popular Culture)
  - WRD 506 MULTICULTURAL RHETORICS (FORMERLY ENG 406)
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE when the topic is appropriate (e.g., Teaching Writing Online; Teaching ESL)
  - WRD 582 WRITING CENTER THEORY AND PEDAGOGY (CROSS-LISTED AS WRD 395)
  - Another course approved by the Program Coordinator

Two-Year College Teaching Internship

Before applying for an internship, please first contact the Program Coordinator at cgoffman@depaul.edu or (773) 325-8688.

Chicago-area two-year colleges operate on the semester system; therefore, the internship’s duration does not correspond to DePaul’s academic calendar. You should expect to complete the work for ENG 509 some time after the end of the quarter in which you are registered. The Program Coordinator will assign a grade of “R” to students whose work is in progress.
Entrepreneurship (MBA)

DePaul's Entrepreneurship program is an internationally recognized, award-winning program. The program is designed for individuals who are preparing to start their own businesses, or who are managing innovative processes in established firms.

The Entrepreneurship concentration will provide you with the skills and abilities needed to:

- Think creatively and generate new business ideas
- Develop your business idea through market analysis
- Write a business plan
- Assess your entrepreneurial leadership skills
- Implement successful growth strategies
- Build an entrepreneurial spirit within established firms
- Consult for area businesses
- Interact directly with entrepreneurs and innovators

The Entrepreneurship concentration is based on life-cycle issues of changing firms (pre-venture, start-up, growth and maturity), spin-offs, and team and leadership issues. All courses are based on real "life & live" case studies. The curriculum provides interrelated courses and learning experiences that focus on how to deal with complex and ill-defined management issues across functional business areas.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.
Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly
defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own
pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

To complete the concentration, students must take:

- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
- Choose two of the following
  - MGT 571 FINANCING NEW VENTURES (CROSS-LISTED WITH FIN 571)
  - MGT 572 CORPORATE VENTURES AND MANAGEMENT
  - MGT 573 CREATIVITY IN BUSINESS
  - MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
  - MGT 595 SOCIAL ENTREPRENEURSHIP
  - MGT 798 SPECIAL TOPICS  (When the topic pertains to Entrepreneurship)

**Entrepreneurship (MS)**

The Master of Science in Entrepreneurship (M.S.E.) builds upon a reputation for excellence with a new specialized program of study that will propel students to reach their enterprising dreams faster. Entrepreneur Magazine and The Princeton Review have rated the DePaul university graduate entrepreneurship program among the best in the nation with rankings in the top ten for over ten years. Engage your passions and become a part of the vibrant DePaul entrepreneurial community.

For students interested in turning good opportunities into thriving businesses, the DePaul M.S.E. will equip graduates to start and grow new ventures on their own, or within an existing organization. Candidates can breathe new energy into their work life whether they start a new business, consult on new venture creation and start-up, develop corporate innovation and new product development strategies, or become involved on the
funding side with angel investment and venture capital firms. The program culminates in the new venture applied lab class where students are given the opportunity to launch and grow their entrepreneurial endeavor with the help of DePaul expert mentors.

Get There Faster

Complete your M.S.E. with a focused 12 class course of study, 6 fewer than the M.B.A. program. Students may take as many courses per term as they wish to complete their degree within the time period that best suits their needs. The program is designed to make completion within one calendar year possible.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

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Application Deadlines

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Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

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**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
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- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

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- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.
English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

Students complete the MS in Entrepreneurship by taking the following 12 courses:

- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 573 CREATIVITY IN BUSINESS
- or MGT 557 INTERNATIONAL MANAGEMENT
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
- MGT 572 CORPORATE VENTURES AND MANAGEMENT
- MGT 595 SOCIAL ENTREPRENEURSHIP
- MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
- MKT 537 NEW PRODUCT MANAGEMENT
- or MGT 798 SPECIAL TOPICS: INNOVATIONS IN HEALTHCARE ENTREPRENEURSHIP
- MGT 793 MANAGEMENT INTERNSHIP
- or MGT 798 SPECIAL TOPICS: NEW VENTURE LAB
- MGT 571 FINANCING NEW VENTURES (CROSS-LISTED WITH FIN 571)
- or ECO 509 BUSINESS CONDITIONS ANALYSIS
- MGT 798 SPECIAL TOPICS: LEGAL ASPECTS OF ENTREPRENEURSHIP

Degree Requirements

1. Satisfactory completion of the college residency requirement.
2. Satisfactory completion of the 12 required courses, or their substitutes as approved by the Chair of the Management Department: 48 quarter hours.
3. All courses for credit toward the degree must be completed within six calendar years after the candidate's first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Psychology - Experimental (MA)

The experimental psychology M.A./Ph.D. program prepares students for future employment in a wide variety of scientific, academic and applied settings. The Experimental faculty consists of members who conduct research in the following areas:

- Cognitive
- Cognitive Neuroscience
- Child & Adult Development
- Emotion
- Social
Research experience is an integral part of the training and begins in the first year under the guidance of an advisor. During their first two years, students plan and conduct research toward their Master's thesis. Research for the dissertation usually begins during the third year. The program incorporates skills within the major content areas in psychology, and thereby qualifies students to work in a broad range of academic, research and business settings. Students are supported with competitive stipend levels.

Admission Information

Please note this is not considered a terminal degree and students are not admitted for the M.A. program only.

Admission Requirements

The department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited. Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:

- Bachelor's degree (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average
- Minimum of 32 quarter hours (24 semester hours) in psychology. This total should include a three semester hour (four quarter hour) elementary statistics course as well as a course in experimental psychology. A course in History and Systems is also desirable.
- The departmental graduate admission committee will determine, on the basis of a consideration of each student’s proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient for advanced study.
- Official Graduate Record Examination results of the Verbal and Quantitative tests. It is highly recommended that you also submit scores from the Subject Test in Psychology, although it is not required.
- Three letters of recommendation from academic sources.
- Vita/Resume

Degree Requirements

Course Requirements

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 552 SEMINAR IN NEUROPSYCHOLOGY
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY

Statistics and Methodology Courses
Degree Candidacy

For students in the MA/PhD program, advancement to doctoral candidacy is dependent upon satisfactory evaluations in each of the following three areas:

1. Coursework performance
2. Master's Thesis
3. Doctoral Candidacy Exam or Alternative Project (i.e., Comprehensive Exam or Comprehensive Alternative Project).

Not more than four years should elapse between admission to the program and admission to doctoral candidacy.

Research Thesis

Students must complete a thesis on a topic approved by the department.

Thesis Examination

An oral examination, in the student's field of graduate study, may be, but is not necessarily, limited to a defense of the student's thesis.

Psychology - Experimental (PhD)

The experimental psychology Ph.D. program prepares students for future employment in a wide variety of scientific, academic and applied settings. The Experimental faculty consists of members who conduct research in the following areas:

- Cognitive
- Cognitive Neuroscience
- Child & Adult Development
- Emotion
- Social

Research experience is an integral part of the training and begins in the first year under the guidance of an advisor. During their first two years, students plan and conduct research toward their Master’s thesis. Research for the dissertation usually begins during the third year. The program incorporates skills within the major content areas in psychology, and thereby qualifies students to work in a broad range of academic, research and business settings. Students are supported with competitive stipend levels.
Admission Information

Students holding a bachelor’s degree are not admitted directly into doctoral programs. Admission to Doctoral candidacy is predicated upon successful completion of all required MA coursework, successful completion and defense of an empirical thesis before a committee of faculty, and successful completion of either the Comprehensive Exam or an approved Comprehensive (Alternative) Project. These requirements must be met within four (4) years of admission to the MA/PhD program for a student to be considered for Doctoral Candidacy.

Degree Requirements

Course Requirements

Minimum of 76 quarter hours beyond the bachelor’s degree, including the following:

Core Courses

- PSY 404 LEARNING AND COGNITIVE PROCESSES
  or PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
  or PSY 552 SEMINAR IN NEUROPSYCHOLOGY
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
  or PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 588 TOPICS IN EXPERIMENTAL PSYCHOLOGY I (0 credit hours)
- PSY 589 TOPICS IN EXPERIMENTAL PSYCHOLOGY II
- PSY 597 MASTER’S THESIS RESEARCH
- PSY 593 PRE-DOCTORAL RESEARCH (0 credit hours, 3 quarters, taken 3rd year)
- PSY 599 DISSERTATION RESEARCH

Statistics and Methodology Courses

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
- PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 ADVANCED RESEARCH METHODOLOGY

Other Courses

- PSY 422 COMPUTING FOR THE BEHAVIORAL SCIENTIST
- PSY 435 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 378 COMPARATIVE PSYCHOLOGY (CROSS-LISTED WITH PSY 554)
- PSY 555 SOCIAL AND EMOTIONAL DEVELOPMENT
- PSY 560 SOCIAL COGNITION
- PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED WITH MLS 478/WGS 470)

Electives

- PSY 413 ANALYSIS OF LONGITUDINAL DATA
- PSY 414 CATEGORICAL DATA ANALYSIS
- PSY 426 ADVANCED LANGUAGE SEMINAR: PSYCHOLOGY OF BILINGUALISM
- PSY 437 ADVANCED PERSONALITY
- PSY 450 PSYCHOLOGICAL MEASUREMENT
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 558 SEMINAR IN ADVANCED STATISTICS
Areas of Specialization

The Experimental faculty consists of members from each of the following major experimental areas: cognition, cognitive neuroscience, child and adult development, emotion and social psychology. Students may specialize in an area in which a faculty member has expertise.

Research experience is considered an integral part of the training and will begin in the first year. Students are expected to begin directed research during their first year under the supervision of an advisor. During their second year, students are expected to conduct research and complete their master's thesis. Research experience during the third year might involve a continuation of the line of research initiated in the thesis project. Alternatively, students may begin to develop a new line of research in preparation for their dissertation, which is usually conducted during the fourth year. The program incorporates research skills within a major content area in psychology, and thereby prepares students for future employment in a wide variety of scientific, academic, and applied settings.

Other Program Requirements

Doctoral Candidacy Examination or Alternative Project

Also known as the Comprehensive Exam or Alternative Project, this requirement is completed after the student has defended the thesis and before defense of the dissertation proposal.

Admission to Doctoral Candidacy

Formally given to the student who has successfully completed required coursework, passed the Doctoral Candidacy Examination or Alternative Project, and completed the Master’s thesis. The student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation

Registration in course(s) or for resident or nonresident candidacy continuation required each quarter between admission to candidacy and graduation.

Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy. Research for the dissertation should normally be completed during the student’s fourth year in the program.

Oral Examination

Student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitations

1. Between admission to the MA/PhD program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final examination: not less than eight months and not more than five years.
Finance (MBA)

The Finance concentration is designed to broaden the student's understanding of the issues that are inherent in the finance decision-making process, focusing on the impact of such decisions for both the public and private sectors of the economy.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

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Application Deadlines

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For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
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Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant’s name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant’s admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.
English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus
The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

This concentration requires completion of four graduate-level Finance courses including one required course and three electives. RE 530 may be taken as one of the elective courses to satisfy the four course requirement.

Course Requirements

- FIN 523 INVESTMENT ANALYSIS
- Three electives in finance including RE 530 but not including FIN 555

Students may design a specialization such as Corporate Finance, Investments, Derivatives, or Banking, or they may take a broad array of courses. Those students interested in specializing in a particular aspect of Finance, can use the following to guide their course selection decisions.

Banking Courses

- FIN 510 ADVANCED MONETARY THEORY AND POLICY
- FIN 512 COMMERCIAL BANKING
- FIN 513 MONEY AND CAPITAL MARKETS
- FIN 562 RISK MANAGEMENT

Corporate Finance Courses

- FIN 551 PROBLEMS IN CORPORATE FINANCIAL POLICY
- FIN 553 ADVANCED CORPORATE FINANCE
- FIN 557 INTERNATIONAL FINANCE
- FIN 558 MERGERS AND ACQUISITIONS
- FIN 562 RISK MANAGEMENT

Investments Courses

- FIN 523 INVESTMENT ANALYSIS
- FIN 524 FINANCIAL STATEMENT ANALYSIS
- FIN 525 PORTFOLIO MANAGEMENT
- FIN 526 ADVANCED TOPICS IN INVESTMENTS

Risk Management Courses

- FIN 562 RISK MANAGEMENT
- FIN 557 INTERNATIONAL FINANCE
- FIN 662 DERIVATIVES VALUATION
- FIN 617 QUANTITATIVE METHODS
- FIN 675 CASES IN INVESTMENTS AND FINANCIAL ENGINEERING
Finance (MS)

The Master of Science in Finance program provides an opportunity for highly motivated students to acquire the skills necessary to understand modern financial markets, instruments and decision-making. The program develops financial management professionals with the knowledge and proficiency to:

- Create sophisticated solutions to financial problems
- Design and evaluate new financial instruments
- Leverage resources for optimal profitability and productivity
- Develop strategic financial objectives
- Seize new business opportunities
- Mitigate corporate risk
- Improve investment decision making
- Analyze technical financial material

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Finance degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

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Application Deadlines

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**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**Degree Requirements**

**Course Requirements**

Each candidate must be competent in financial accounting, economics, calculus and statistics prior to registration for the core courses. To ensure competence, students who have not completed the equivalent of principles of Accounting I and II at the undergraduate level will be required to take ACC 500. Students who do not pass a competency examination in calculus and statistics will be required to take GSB 420. Students who have not completed principles of macroeconomics and microeconomics will be required to take ECO 501 or ECO 555 (GSB 420 is a prerequisite for ECO 555).

Students complete the Master of Science in Finance by taking nine core courses and three elective courses in addition to the program prerequisites. At least two of these electives must be taken in finance and the third elective may be taken in the fields of accounting, economics or real estate as stated below.

**Core Courses**

- FIN 555 FINANCIAL MANAGEMENT
- FIN 617 QUANTITATIVE METHODS
- FIN 523 INVESTMENT ANALYSIS
- FIN 524 FINANCIAL STATEMENT ANALYSIS
- FIN 553 ADVANCED CORPORATE FINANCE
- FIN 562 RISK MANAGEMENT
- FIN 662 DERIVATIVES VALUATION
- FIN 675 CASES IN INVESTMENTS AND FINANCIAL ENGINEERING
- FIN 501 ETHICS IN FINANCIAL MARKETS

**Elective Requirement**

Three elective courses are required, at least two of which must be Finance courses not numbered 798. One elective may be chosen from among courses in the departments of Accounting (except ACC 500), Economics (except 501 and 555), Real Estate and Finance, including FIN 798 or FIN 793 (Finance Internship).

Students who wish to take FIN 793 (Finance Internship) must receive approval from the Finance Department Internship Committee prior to enrollment. None of the M.S.F. Required Core Courses or required prerequisite courses are available for elective credit.
Financial Analysis (MBA)

The concentration in Financial Analysis is designed for students who plan to sit for the Chartered Financial Analyst (CFA) exams. The CFA designation has become increasingly important and necessary for investment analysts, advisors and portfolio managers.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

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## MBA Core Requirements

### Course Requirements

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- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
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- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

### Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

### M.B.A. Options

#### Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.
Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

To complete the Financial Analysis Concentration, students must take the following four courses.

- FIN 523 INVESTMENT ANALYSIS
- FIN 524 FINANCIAL STATEMENT ANALYSIS
- FIN 525 PORTFOLIO MANAGEMENT
- FIN 526 ADVANCED TOPICS IN INVESTMENTS

Students are encouraged to consult with department faculty for related elective courses.

Financial Management and Control (MBA)

The strategic importance of financial accounting and management accounting information is increasingly recognized in a fast-paced and globally-competitive business environment. The information is used extensively as key decision-making criteria in leading organizations.

This concentration focuses on and integrates new concepts and techniques in management accounting and finance. Further, it provides background for the Certified Management Accountant (CMA) exam or the Certified in Financial Management (CFM) exam, leading to these increasingly prestigious designations.

The Financial Management and Control concentration encompasses elements of "The New Finance," which is based upon the strategic use of accounting and financial information. The program includes theory and concepts, advanced technical knowledge and skills, and familiarization with the tools and methodologies of contemporary management accounting:

- Activity Based Management
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:
Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

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Evening M.B.A. (All Campuses)

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate
Concentration Requirements

Course Requirements

To complete this concentration, students must take the following courses:

- ACC 502 ADVANCED MANAGEMENT ACCOUNTING
- FIN 523 INVESTMENT ANALYSIS
- ACC 599 GRADUATE SEMINAR IN MANAGEMENT ACCOUNTING
  or SEV 621 STRATEGY EXECUTION
- FIN 524 FINANCIAL STATEMENT ANALYSIS
  or FIN 551 PROBLEMS IN CORPORATE FINANCIAL POLICY

Health Communication (MA)

The M.A. in Health Communication prepares students to apply knowledge of communication in health care settings. Critical and theoretical courses in organizational and multicultural communication, as well as highly applied courses in communication training and development are available to those pursuing this degree.

Graduates of the program will:

- Recognize health care disparities
- Understand the social and multicultural dimension of health care delivery
- Understand the linkage between effective communication and the quality of care that patients receive
- Enhance health literacy across diverse audiences
- Design and deliver health communication campaigns that provide knowledge to individuals hoping to understand contemporary health care issues
- Implement and evaluate health service delivery programs

Admission Information

A bachelor's degree or equivalent is required for admission to this program. To be admitted, applicants must demonstrate, through past academic or professional work, a capacity for achievement. The College of Communication looks at each application as a unique presentation of a candidate's profile and will consider a variety of information sources. Admission decisions will be based on the following:

- Online application and application fee
- One official undergraduate transcript with bachelor degree posted (minimum grade point average 3.0 on a 4-point scale)
Degree Requirements

Course Requirements

The Master of Arts in Health Communication requires 12 courses—three core courses, seven Health Communication electives, two graduate electives inside or outside the program and a Comprehensive Final Examination. Students who attain a 3.7 GPA or higher have the option to complete a culminating thesis instead of the comprehensive exam.

Core Courses

- HTHC 515 INTRO TO HEALTH COMMUNICATION
- HTHC 516 RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS
- HTHC 517 HEALTH CARE LITERACY

Elective Courses

- Choose nine courses from the following list*:
  - HTHC 519 ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS
  - HTHC 520 HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
  - HTHC 521 HEALTH AND FAMILY COMMUNICATION
  - HTHC 522 MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
  - HTHC 523 TOPICS IN HEALTH COMMUNICATION
  - HTHC 524 HEALTH CARE TEAMS & LEADERSHIP
  - HTHC 525 NARRATIVES IN HEALTH CARE
  - CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
  - PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
  - PRAD 540 CRISIS COMMUNICATION MANAGEMENT
  - CMN 591 INTERNSHIP

*With approval of the graduate program director, students can take up to two relevant elective courses from other CMN graduate programs or relevant elective courses from other graduate departments/programs outside of CMN.

Comprehensive Final Examination or Thesis/Project

Students in the Master of Arts in Health Communication complete their degree requirements by taking a Comprehensive Final Examination or writing and defending a thesis. Students who choose the thesis option enroll in HTHC 599 in the quarter they defend their thesis.

Grade Requirements

Students must maintain a 3.0 average in their graduate work to remain in good standing. Students who drop
below this average will be put on academic probation and expected to attain the minimum requirement within
two quarters. Failure to do so will result in dismissal from the program.

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Health Sector Management (MBA)

The Health Sector Management concentration is designed for health services professionals and others who seek
careers in health services.

The Health Sector Management curriculum allows you to integrate knowledge from a number of disciplines as
you may choose from among courses in the areas of Management, Public Services, and Law.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A
prospective graduate student is expected to present a superior overall previous academic record and an above
average total GMAT score (or GRE score where appropriate) including high achievement on the verbal,
quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than
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**MBA Core Requirements**

**Course Requirements**

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**Concentrations**

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

To complete the concentration, students are required to take three courses including MGT 559 and two electives chosen from two separate course groups as specified below.

- **MGT 559 HEALTH SECTOR MANAGEMENT**
- Choose one from the following
  - ECO 798 SPECIAL TOPICS: HEALTH ECONOMICS
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - NSG 425 FISCAL MANAGEMENT IN HEALTH CARE
- Choose one from the following
  - MGT 508 QUALITY MANAGEMENT SYSTEMS
  - MGT 545 MANAGING SERVICE OPERATIONS
  - MGT 564 STREETS OF CHICAGO: HEALTH SECTOR MANAGEMENT
  - MGT 566 HEALTH INSURANCE & BENEFITS
  - MPS 535 HEALTH CARE ISSUES
  - MPS 537 HEALTH CARE DELIVERY SYSTEMS (CROSS-LISTED AS SOC 437)
  - MPS 562 INTRODUCTION TO HEALTH LAW (FORMERLY MPS 570)
  - NSG 430 POLITICAL AND LEGAL ISSUES IN HEALTH CARE (2 Credit Hours)
  - NSG 452 ORGANIZATIONAL AND FINANCIAL MANAGEMENT IN HEALTH CARE (CROSS-LISTED AS NSG 521)
  - NSG 453 CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT
  - MGT 798 SPECIAL TOPICS: HEALTH CARE MANAGEMENT
  - MGT 798 SPECIAL TOPICS: HEALTHCARE AND PHARMACEUTICAL MANAGEMENT
  - MGT 798 SPECIAL TOPICS: MANAGEMENT OF HEALTH INSURANCE & BENEFITS
  - MGT 798 SPECIAL TOPICS: MANAGEMENT OF HUMANITARIAN SUPPLY CHAINS
History (MA)

The DePaul MA in History offers students the opportunity to explore the breadth and depth of the Historical Discipline. Students take a total of 12 courses, with all students beginning with History 421 "The Historical Discipline," in the Autumn Quarter of their first year. In Autumn Quarter of their second year, all students take History 422, "Seminar in Primary Source Analysis." Finally, in the Spring Quarter of their last year in the program, students take History 489, "The Graduate Capstone Seminar." In between the curricular bookends of 421 and 489, students take a total of nine graduate colloquia.

Admission Information

Application to the Master of Arts in History program are made through the University's Office of Graduate Admission (http://www.depaul.edu/admission-and-aid/types-of-admission/graduate-student/Pages/ias.aspx). To be admitted, students must hold a bachelor's degree and have taken 48 quarter hours or 36 semester hours in undergraduate level social sciences and/or humanities courses, with at least the equivalent of a minor in history (approximately 28 quarter hours or 21 semester hours). The History Graduate Committee will make the final admission determination.

In some cases the Graduate Committee may accept students who have not completed this minimum number of credit hours in history via the mechanism of "conditional" admission. Conditionally admitted students must comply with the following terms: they are to take only History 421 during their first quarter; and they must achieve a letter grade of B in each of their first three graduate courses.

Applications must include (a) a two-page personal statement explaining the applicant's interest in history and why they are pursuing an M.A., (b) official undergraduate transcripts, and (c) two letters of recommendation, (d) results of the general section of the GRE. Applications are reviewed as they are received. All students begin in the Autumn Quarter.

Degree Requirements

Course Requirements

The Core

- HST 421 THE HISTORICAL DISCIPLINE
- HST 422 SEMINAR IN PRIMARY SOURCE ANALYSIS
- HST 489 GRADUATE CAPSTONE

History 421 is a prerequisite for all other 400-level courses in the History department. This course must be taken in the Autumn quarter of the student's first year.

The Graduate Colloquia
In between HST 421 and 489, students take nine courses from the list of graduate colloquia. These colloquia share the programmatic emphasis of the curriculum with their emphasis on the historiographical aspects of their respective topic. Note that every colloquium, when offered, has a subtitle which identifies the specific sub-topic to be addressed that particular quarter. (For example: HST 431 Colloquium in American History: The New Deal.) As long as the topics (as reflected in the subtitle) of any colloquium are different, students may take more than one of any of the above courses. In order to ensure that students realize the curricular goals of breadth of exposure to the historical discipline, however, in no case is a student to take more than four colloquia bearing the same number. Thus, at the minimum, students will take courses in at least three different areas (as defined by colloquia titles).

- HST 431 COLLOQUIUM IN AMERICAN HISTORY
- HST 432 COLLOQUIUM IN LATIN AMERICAN HISTORY
- HST 433 COLLOQUIUM IN AFRICAN HISTORY
- HST 434 COLLOQUIUM IN ASIAN HISTORY
- HST 435 COLLOQUIUM IN EUROPEAN HISTORY
- HST 436 COLLOQUIUM IN ISLAMIC HISTORY
- HST 437 COLLOQUIUM IN WORLD HISTORY
- HST 438 COLLOQUIUM: SPECIAL TOPICS IN HISTORY

With the permission of the Graduate Director, students may substitute up to eight quarter hours of Independent Study or Graduate Internship for two colloquia.

- HST 492 GRADUATE INTERNSHIP
- HST 497 INDEPENDENT STUDY

In addition, upon consultation with the Graduate Director and with his/her approval, students may count up to two eight quarter hours from another DePaul graduate program toward their M.A.. Such courses would reduce the number of required colloquia by two.

**Student Handbook**

**Probation and Dismissal**

A graduate student goes on probation when his/her graduate GPA falls below 2.5 and remains on probation until four more courses are taken. At the end of those four courses, if the student has failed to raise his/her GPA to 2.5, the student may be dismissed and prohibited from registering for additional coursework.

**Conduct**

Faculty retain the right to define and enforce appropriate etiquette for the promotion of collegiality and civility. Instructors have the right to remove any offender(s) from the classroom. In cases of serious or repeated misconduct, the program director in consultation with the instructor and the chairperson may remove the student(s) from a course and/or the graduate program.

**Conditional Admission**

In some cases, strong candidates who have not completed the REQUIRED undergraduate credit hours in history and/or students who have not yet demonstrated their strengths in the field may be considered for conditional admission. Students admitted in this category may only take one course (HST 421) during the Autumn quarter. A student who passes 421 with a grade of B or above may then continue in the program but must receive grades of B or above in the next two graduate colloquia that he or she attempts. If the student does NOT receive a B or above in EACH of these three classes, he or she must leave the program.

**Readmission**

If a student is dismissed from the program, he or she may be reapply through the formal application process. All students considering applying for readmission are strongly encouraged to contact the Graduate Director.

**Transfer Credit**
Upon consultation with the Graduate Director and with his or her approval, students may request that up to 12 units (three courses) of graduate credit earned in other DePaul departments or at other graduate degree-granting institutions be counted toward the M.A. in History. The Graduate Director will handle such requests on a case-by-case basis. In no circumstances will graduate credit be given for undergraduate coursework or for courses that have been applied toward fulfillment of another degree. Transfer grades from other institutions do not count in the calculation of the DePaul grade point average.

**Undergraduate Courses**

Undergraduate courses are not applicable toward the degree, but it is sometimes possible (at the discretion of the graduate director) for students to apply foreign language courses toward requirements of the history MA. Students interested in taking foreign language courses that complement their historical studies should contact the graduate instructor prior to enrolling in any foreign language courses.

**Graduation Requirements**

In order to graduate from the program, students must complete all program requirements satisfactorily. Note that the coursework must be completed with a minimum cumulative GPA of 2.5.

**Graduation with Distinction**

Distinction is based on two criteria: (1) A record of consistent excellence in graduate coursework, generally interpreted as a cumulative GPA of 3.75 or higher; and (2) Exemplary work on the final paper produced within the capstone seminar as judged by the course instructor and the department's graduate committee, or (for thesis students), exemplary work on the thesis as judged by the thesis director and the department's graduate committee.

**Program Time Limitation**

Students in an M.A. program are expected to complete degree requirements within a six-year period from the first registration date for a course in the program. For students who do not, the department or program director may recommend, on receipt of the student’s petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

**Hospitality Leadership (MBA)**

The importance of hospitality is undeniable to many at local, regional and international levels. It is the business of travel and tourism. The industry has distinguished itself as the art and science of serving and pleasing. Hospitality is rooted in social engagement and cultural sensitivity, and is in alignment with management and leadership theory. Being an effective leader is one of the fundamental responsibilities of almost all hospitality executives as it plays a critical role in managing organizational success.

The hospitality leadership concentration area focuses on advanced hospitality leadership practices within the various industry segments. Leadership of hospitality service operations will be studied in the context of realms of experience and guest quality assurance. In this concentration, highly developed principles of the guest experience will be examined along with the critical role employee development and service delivery plays within the hospitality industry.
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
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Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

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A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world's demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall
Concentration Requirements

Course Requirements

- HSP 502 MANAGING THE GUEST/EMPLOYEE EXPERIENCE
- HSP 503 ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
- Choose one from the following:
  - MGT 508 QUALITY MANAGEMENT SYSTEMS
  - MGT 552 MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
  - MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
  - HSP 793 PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP

Hospitality Leadership and Operational Performance (MS)

The MS degree in Hospitality and Operational Performance is designed to satisfy a unique market niche for current undergraduate and graduate students, industry professionals, and career-minded transitioning candidates. This graduate program focuses on developing leadership skills and operational capabilities in a broad array of hospitality service enterprises. Unique to the graduate Hospitality Leadership and Operational Performance curriculum is the integration of critical business skills and practices with cutting-edge hospitality leadership course offerings designed to incorporate service innovation and technology pertaining to guest experiences, human capital, and financial performance outcomes.

Program Learning Outcomes

- Enhanced business skill development incorporating hospitality operational constructs and key industry financial performance imperatives
- Leading innovative hospitality service experiences and guest interaction
- Assessing hospitality firm human capital needs and maximizing human capital performance

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process.
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

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**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

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Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

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**Transcripts**

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English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

Students complete the MS in Hospitality Leadership and Operational Performance by taking the following 12 courses for a total of 48 credits:

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- MGT 502 OPERATIONS MANAGEMENT
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- HSP 502 MANAGING THE GUEST/EMPLOYEE EXPERIENCE
- HSP 503 ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
- HSP 505 SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT
- HSP 506 HOSPITALITY OPERATIONAL PERFORMANCE DESIGN & IMPLEMENTATION
Prerequisite Phase

Students who enter the program without a formal hospitality undergraduate education, or hospitality industry work experience, must have successfully completed a course in Hospitality Operations prior to starting the MSHLOP program. Students without a formal business or hospitality undergraduate degree must also complete at least one accounting course at the undergraduate or graduate level prior to starting the program.

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the 12 required courses, or their substitutes as approved by the Director of the School of Hospitality Leadership.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Human Computer Interaction (MS)

The Master of Science in Human-Computer Interaction prepares students to design, implement, and evaluate computer interfaces so that they are accessible and easy for people to use. This interdisciplinary degree integrates concepts and methods from computer science, graphic design and the social sciences to provide a comprehensive understanding of the user-centered design process.

Students in this program will acquire a broad range of skills including:

- Carry out the full user-centered design process
- Conduct usability tests
- Research users and their tasks
- Create the information architecture for a web site or complex application
- Develop working prototypes of dynamic web sites

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)
Degree Requirements

Course Requirements

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
- HCI 406 WEB SITE DESIGN FOR HCI
- HCI 402 FOUNDATIONS OF DIGITAL DESIGN
- IT 403 STATISTICS AND DATA ANALYSIS

Foundation Courses

- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- HCI 450 FOUNDATIONS OF HUMAN-COMPUTER INTERACTION
- HCI 470 DIGITAL PAGE FORMATTING

Students currently taking Foundation Courses may register for a maximum of four Advanced Courses. To take full advantage of the collaborative learning environment, students taking online courses are highly encouraged to take PM 440 (Collaborative Technologies) early in the program. PM 440 counts as an HCI elective.

Advanced Courses

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 445 INQUIRY METHODS AND USE ANALYSIS
- HCI 460 USABILITY EVALUATION METHODS
- HCI 454 INTERACTION DESIGN AND INFORMATION ARCHITECTURE

Major Elective Courses

Students must complete 4 elective courses from the lists below:

HCI Electives

- HCI 422 MULTIMEDIA
- HCI 432 USER-CENTERED WEB DEVELOPMENT
- HCI 511 ACCESSIBILITY AND DESIGN FOR DIVERSE USERS
- HCI 514 GLOBAL USER RESEARCH
- HCI 520 LEARNER-CENTERED DESIGN
- HCI 521 DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
- HCI 530 USABILITY ISSUES FOR HANDHELD DEVICES
- HCI 580 USER EXPERIENCE DESIGN PRACTICUM
- HCI 590 TOPICS IN HUMAN-COMPUTER INTERACTION

Non-HCI Electives open to all HCI students

- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- CSC 428 DATA ANALYSIS FOR EXPERIMENTERS
- CSC 451 DATABASE DESIGN
- CSC 587 COGNITIVE SCIENCE
- ECT 433 SURVEY OF WEB PROGRAMMING TECHNOLOGIES
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- ECT 480 INTRANETS AND PORTALS
- ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
- GAM 424 GAME DESIGN WORKSHOP
- IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
- IS 511 SOCIAL ISSUES OF COMPUTING
CDM Open Electives

Students must complete 1 advisor-approved CDM elective. Elective courses are in the range of 421-699 and must be from the College of CDM.

Capstone

- HCI 594 HUMAN-COMPUTER INTERACTION CAPSTONE

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

Human Resource Management (MBA)

The Human Resource Management Concentration fully prepares individuals to assume HR responsibilities in a variety of organizational settings. HR professionals add value to their organizations when they understand how the business operates and adapt HR activities to changing business conditions.

The HR concentration is designed to help HR professionals contribute to organizational goals, employee performance, and employee satisfaction via the understanding and application of:

- Legal and ethical principles that are related to human resource activities
- Fair and accurate staffing procedures to attract, hire and fire employees
- Efficient and equitable pay and benefits that attract, retain and motivate employees
- Training and development programs for personal & organizational growth
- Employee relations skills for teamwork, empowerment and conflict resolution
Admission Information

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

• Educational Credential Evaluators, Inc.
• Educational Perspectives
• One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world's demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall
Concentration Requirements

Course Requirements

To complete the concentration, students must take three courses.

- Choose two of the following
  - MGT 523 RECRUITMENT AND SELECTION
  - MGT 525 TRAINING AND CAREER DEVELOPMENT
  - MGT 526 COMPENSATION AND BENEFITS
- Choose one of the following
  - A third selection from the courses listed above
  - MGT 529 LIFE AND CAREER PLANNING
  - MGT 563 NEGOTIATION SKILLS
  - MGT 565 EMPLOYMENT LAW
  - MGT 798 SPECIAL TOPICS SPECIAL TOPICS IN HUMAN RESOURCES

Human Resources (MS)

Human Resource professionals help organizations strategically meet workplace challenges including employee attraction and retention, diversity, the global economy, mergers and acquisitions, new technology, incentives, restructuring, employee ownership, total rewards and performance management. Some of the jobs available to individuals with educational preparation at the master's degree level include Compensation Consultant, Benefits Consultant, Trainer, HR Analyst, Recruiter, Labor Relations Representative, and HR Director.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Human Resources degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process.
process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.
An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

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These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

Students complete the MS in Human Resources by taking 12 courses across three groups: 1) five core Human Resource courses, 2) four Human Resource electives, and 3) three business electives.

Core Human Resource Courses

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MGT 523 RECRUITMENT AND SELECTION
  or PSY 442 PERSONNEL PSYCHOLOGY
- MGT 525 TRAINING AND CAREER DEVELOPMENT
  or PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
Human Resource Electives

Students choose four HR-related courses from the following areas at DePaul University:

- ECO 518 LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED AS MGT 518)
- LAW 202 EMPLOYMENT DISCRIMINATION
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- LAW 417 LABOR LAW
- MGT 529 LIFE AND CAREER PLANNING
- One of the following:
  - MGT 530 LEADERSHIP IN ORGANIZATIONS
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - PSY 441 PSYCHOLOGY OF LEADERSHIP
- MGT 535 CHANGE MANAGEMENT
- MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
- MGT 563 NEGOTIATION SKILLS
- MGT 565 EMPLOYMENT LAW
- MGT 798 SPECIAL TOPICS: Managing Culture for Competitive Advantage
- WRD 522 WRITING IN THE PROFESSIONS (CROSS-LISTED AS MLS 459 AND MPS 508)
- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
- PSY 444 PERFORMANCE APPRAISAL
- PSY 447 ORGANIZATIONAL CONSULTATION
- PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY: Stress and Health in Organizations
- PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
- MGT 793 MANAGEMENT INTERNSHIP (Strongly recommended for students without HR experience)

Three Business Electives

Choose three electives from certain courses in general business at DePaul’s Kellstadt Graduate School of Business.

- ACC 500 FINANCIAL ACCOUNTING
- BLW 500 LEGAL AND ETHICAL ENVIRONMENT
- ECO 500 MONEY AND FINANCIAL SYSTEMS
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- IB 500 GLOBAL ECONOMY
- MGT 502 OPERATIONS MANAGEMENT
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
  or MPS 516 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 529 STRATEGIC MANAGEMENT AND PLANNING

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 12 courses: 48 quarter hours.
- Satisfactory completion of five HR core courses: 20 quarter hours.
- Satisfactory completion of four HR-related electives: 16 quarter hours.
- Satisfactory completion of three Business electives: 12 quarter hours.
- A minimum of six courses (24 quarter hours) must be taken in courses from departments within the Kellstadt Graduate School of Business.
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.
Psychology - Industrial/ Organizational (MA)

The Industrial/Organizational Psychology M.A./Ph.D. program prepares students for careers in industry, government and university settings. It focuses on the theory and techniques of selecting, evaluating, and developing individuals within an organization. Topics include personnel selection, performance appraisal, training and development, employee attitudes, motivation, leadership, and organizational theory. The program also allows considerable flexibility for the advanced student to pursue related disciplines such as management, information systems and marketing.

The curriculum is based on the scientist/practitioner model of graduate education and follows two basic principles:

- The industrial/organizational psychologist must have a solid foundation in general psychological theory, research methodology and philosophy of science, in addition to knowledge in the content area of I/O psychology.
- The industrial/organizational psychologist must be aware of the contributions of other disciplines to the study of organizations and must have practical experience in working with formal organizations as a psychologist.

To develop the "practitioner" aspect of this model, the DePaul Industrial/Organizational Psychology program encourages students to work in industrial/organizational settings within the Chicago area. The Chicago metropolitan area offers a rich environment for research and practice in I/O psychology; it includes more than 34,000 retail businesses, 14,000 wholesalers, 40,000 service organizations, 13,000 manufacturers and many other types of organizations. Adjunct and part-time faculty from these organizations can provide students with unique training and experience. The "scientist" aspect is addressed by encouraging students to participate fully in the research and publication process. We do not believe that students should be trained to be either academics or practitioners, but rather to have both sets of skills.

With its great Chicago location, DePaul University offers its I/O psychology graduate students unique opportunities for their education, research and applied experiences. Our strong faculty and alumni base enables current students to connect with the I/O community and to establish new relationships.

Admission Information

Please note this is not considered a terminal degree and students are not admitted for the M.A. program only.

Admission Requirements

The department accepts as graduate students only those who show definite promise for completing the requirements for advanced degrees. Meeting the minimum admission standards or having extensive undergraduate course work in psychology does not guarantee acceptance, since the number of applicants who can be admitted is limited. Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy these requirements may apply.

For consideration for admission, the applicant must have the following:

- Bachelor's degree (official transcript(s) required to verify degree).
- Satisfactory undergraduate scholastic average
- Minimum of 32 quarter hours (24 semester hours) in psychology. This total should include a three semester hour (four quarter hour) elementary statistics course as well as a course in experimental psychology. A course in History and Systems is also desirable.
- The departmental graduate admission committee will determine, on the basis of a consideration of each student's proposed program of study, whether the minimum 32 quarter hours in psychology is sufficient
Students considering application to the M.A.–Ph.D. program in Industrial/Organizational Psychology should be aware of the following:

Each year, this program can accept three to four new students. Approximately 100 students apply for these entrance spaces. The I/O faculty wishes applicants to know that all application materials are carefully evaluated, with emphasis on the following criteria.

**Completeness of credentials**

Applicant files that are not complete by the January 5th deadline cannot be evaluated, and thus those applicants must be rejected. GRE scores and grade point average: While numerical standards are not followed rigidly, doctoral applicants are expected to have an undergraduate GPA well above 3.4 as well as strong GRE scores.

**Preparation**

Students are expected to have had courses in statistics, experimental psychology, and other core areas of psychology. While an undergraduate class in I/O psychology is not required, such a class (or one in business or management) is helpful. The department considers students with prior graduate study in I/O psychology or closely related fields, but most of our students enter the program without other advanced degrees. Transfer credit for prior graduate work is severely limited.

**Interests**

Successful applicants in the past have been those whose personal statements reflect an understanding of the nature and content of the field of I/O psychology, and goals which are compatible with that field. We accept only those applicants who intend to work toward the doctoral degree. Students who desire a terminal master’s degree are not admitted.

**Diversity**

The I/O faculty strongly encourages applications from minority students.

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**Degree Requirements**

**Course Requirements**

Minimum of 72 credit hours are required to earn the Master of Arts.

**Core Courses**

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY

**Statistics and Methodology Courses**

- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- One course from the following list:
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 420 ADVANCED RESEARCH METHODOLOGY

**Industrial Psychology Core Courses**
Six courses from the following list:
- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
- PSY 441 PSYCHOLOGY OF LEADERSHIP
- PSY 442 PERSONNEL PSYCHOLOGY
- PSY 444 PERFORMANCE APPRAISAL
- PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
- PSY 446 PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
- PSY 447 ORGANIZATIONAL CONSULTATION
- PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
- PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Other Required Courses

Additional courses are required to attain the minimum of 72 credit hours, including PSY 597 MASTER'S THESIS RESEARCH. These courses should be taken with the consent of the student's faculty advisor.

Degree Candidacy

During the Winter quarter of the second year of graduate study, each student is evaluated for acceptance as a candidate for the doctoral degree. Only those students who have given evidence of satisfactory academic performance as graduate students, and have had a research proposal for the master's thesis approved, will be advanced. The department reserves the right to require the student to take special or oral examinations to fulfill this requirement. Students denied candidacy will be required to withdraw from the program or withdraw after completion of the M.A.

Research Thesis

Complete a thesis on a topic approved by the department.

Thesis Examination

Either written or oral, the examination, in the field of graduate study, may be, but is not necessarily, limited to a defense of the student's thesis.

Psychology - Industrial/ Organizational (PhD)

The Industrial/Organizational Psychology Ph.D. program prepares students for careers in industry, government and university settings. It focuses on the theory and techniques of selecting, evaluating, and developing individuals within an organization. Topics include personnel selection, performance appraisal, training and development, employee attitudes, motivation, leadership, and organizational theory. The program also allows considerable flexibility for the advanced student to pursue related disciplines such as management, information systems and marketing.

The curriculum is based on the scientist/practitioner model of graduate education and follows two basic principles:

- The industrial/organizational psychologist must have a solid foundation in general psychological theory, research methodology and philosophy of science, in addition to knowledge in the content area of I/O psychology.
- The industrial/organizational psychologist must be aware of the contributions of other disciplines to the study of organizations and must have practical experience in working with formal organizations as a psychologist.

To develop the "practitioner" aspect of this model, the DePaul Industrial/Organizational Psychology program encourages students to work in industrial/organizational settings within the Chicago area. The Chicago metropolitan area offers a rich environment for research and practice in I/O psychology; it includes more than 34,000 retail businesses, 14,000 wholesalers, 40,000 service organizations, 13,000 manufacturers and many other types of organizations. Adjunct and part-time faculty from these organizations can provide students with unique training and experience. The "scientist" aspect is addressed by encouraging students to participate fully in
the research and publication process. We do not believe that students should be trained to be either academics or practitioners, but rather to have both sets of skills.

Admission Information

Students holding a bachelor's degree are not admitted directly into doctoral programs. Admission to Doctoral candidacy is predicated upon successful completion of all required MA coursework, successful completion and defense of an empirical thesis before a committee of faculty, and successful completion of either the Comprehensive Exam or an approved Comprehensive (Alternative) Project. These requirements must be met within four (4) years of admission to the MA/PhD program for a student to be considered for Doctoral Candidacy.

Degree Requirements

Course Requirements

Minimum of 96 credit hours beyond the bachelor's degree, including four credit hours of PSY 599 DISSERTATION RESEARCH. In addition to those courses required for the M.A., the following courses must be completed.

Statistics Courses

- PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
- PSY 419 FACTOR ANALYSIS AND PATH MODELING
- PSY 450 PSYCHOLOGICAL MEASUREMENT

Industrial Psychology Courses

- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
- PSY 441 PSYCHOLOGY OF LEADERSHIP
- PSY 442 PERSONNEL PSYCHOLOGY
- PSY 444 PERFORMANCE APPRAISAL
- PSY 445 ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
- PSY 446 PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
- PSY 447 ORGANIZATIONAL CONSULTATION
- PSY 448 CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
- PSY 559 SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (taken twice)

Electives

Additional courses with consent of the student's faculty advisor to attain the required minimum number of credit hours.

Other Program Requirements

Doctoral Candidacy Examination

Designed to assess the student's knowledge of psychology and the student's area of specialization. The examination is given in two sections. A section consists of an examination in the areas represented by the required courses in industrial/organizational psychology. The second section is an oral examination in the area of I/O psychology.
Admission to Doctoral Candidacy

Formally given to the student who has successfully passed the Doctoral Candidacy Examination; the student has no more than 5 years from that date to complete requirements for the doctorate.

Candidacy Continuation

Course(s) or candidacy continuation registration required each quarter between admission to candidacy and graduation.

Dissertation

Departmental committee approval and acceptance of topic and outline of dissertation given only after admission to candidacy. Research for the dissertation should normally be completed during the student’s fourth year in the program.

Oral Examination

Student to defend his or her dissertation and to show competence in the general field of psychology and in the area of specialization.

Time Limitations

1. Between admission to the doctoral program and admission to doctoral candidacy: not more than four years
2. Between admission to candidacy and the final examination: not less than eight months and not more than five years.

Information Systems (MS)

The Master of Science in Information Systems program focuses on integrating business and technical emphases on the development, management, and planning of information systems. This program will give students a strong foundation in business and systems analysis, project management, database, and enterprise infrastructure. Building on this foundation, students will acquire a broad set of skills representing ten in-demand specializations in the IT workforce.

Regardless of concentrations the advanced phase of this curriculum prepares students to lead and support organizations’ changing needs in the use of information and information technologies through knowledge in:

- Enterprise systems
- Financial analysis for IT projects and capital decisions
- Information security and compliance
- Analytical methods and techniques for various analytical specializations
- Current and emerging technologies and IS practices
- Information systems policies and strategies

Completion of this program will enable students to support organizations to gain strategic and tactical competitive advantage. Students can choose one of ten concentrations that best meets their career plans. They will gain expertise in managing IS operations while enhancing specific technical skills. As business and systems analysts, students will develop a solid understanding of business issues when applying technical solutions to meet organization needs. As project managers, students will lead application development and enterprise projects to ensure effective management of resources in meeting stakeholder expectation. For students interested in managerial careers, this program prepares them to lead the implementation of an organization’s IT and e-business strategies as Chief Information Officer, Chief Technology Officer, or e-Business Manager. Students may also specialize in burgeoning careers as enterprise systems integrators, business intelligence analysts, information security and compliance specialists, business web analysts and developers, and database administrators. For students who already have professional IT experience, this program offers flexibility in course selection for career enhancement.
Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Introductory, Foundation, Advanced and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 53 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

Standard Concentration

Course Requirements

Introductory Courses

Introductory course requirements for this concentration can be completed at any time before graduation.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING
Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 560 ENTERPRISE SYSTEMS
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS

CDM Open Elective Courses

Students must complete 4 CDM Open Elective Courses chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Open Elective Courses must be 500-level or above.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Business Analysis/ Systems Analysis Concentration

Course Requirements

Introductory Courses

Introductory course requirements for this concentration can be completed at any time before graduation.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 433 INFORMATION SECURITY MANAGEMENT
Major Elective Courses

- Choose 1 course from the list below:
  - IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
  - ECT 480 INTRANETS AND PORTALS
  - ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
  - ECT 436 SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS
  - ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
  - IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
  - IS 540 GLOBAL INFORMATION TECHNOLOGY
  - IS 565 IT OUTSOURCING
  - SE 582 SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT

At least 1 of the Major or Open electives must be 500-level or above.

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Business Intelligence Concentration

Course Requirements

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
- or CSC 401 INTRODUCTION TO PROGRAMMING
- IT 403 STATISTICS AND DATA ANALYSIS

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
Advanced Courses

- IS 560 ENTERPRISE SYSTEMS
- IS 574 BUSINESS INTELLIGENCE
- CSC 423 DATA ANALYSIS AND REGRESSION
- IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES

Major Elective Courses

- Choose 2 courses from the list below.
  - IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
  - ECT 480 INTRANETS AND PORTALS
  - ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
  - CSC 424 ADVANCED DATA ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - IS 549 DATA WAREHOUSING AND DATA MINING

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Major or Open electives must be 500-level or above.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Business Web Analysis and Development Concentration

Course Requirements

This concentration in Business Web Analysis and Development prepares students to function as programmer/analysts in an e-business environment. The e-business programmer/analyst must have a strong knowledge of both Web development technologies and e-business applications. Knowledge of e-business security is critical. This concentration is designed for those who are interested in both programming and analysis in a Web environment. Ideal personal characteristics include outstanding logic and attention to detail, coupled with strong interest in the business function and an ability to work well with others.

Note: While there is some programming involved, the MS in IS with a Concentration in Business Web Analysis and Development is NOT primarily a programming degree. As an alternative, the MS in E-Commerce Technology degree should be considered by students seeking a stronger emphasis on programming within the e-commerce arena. Students whose primary career focus is on programming in general should consider the MS in Software Engineering or the MS in Computer Science degree.

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
or CSC 401 INTRODUCTION TO PROGRAMMING
- ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS

**Foundation Courses**
- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

**Advanced Courses**
- ECT 582 SECURE ELECTRONIC COMMERCE
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- ECT 583 ADVANCED SCRIPTING TECHNOLOGIES
- ECT 436 SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS

**Major Elective Courses**
- Choose 2 courses from the list below:
  - IS 560 ENTERPRISE SYSTEMS
  - ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
  - ECT 587 MOBILE COMMERCE TECHNOLOGY
  - SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
  - HCI 521 DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
  - ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
  - ECT 589 E-BUSINESS STRATEGIES
  - IS 536 ENTERPRISE CLOUD COMPUTING

At least 1 of the Major or Open electives must be 500-level or above

**CDM Open Elective Courses**

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:
- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

**Capstone**
- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

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**Database Administration Concentration**

**Course Requirements**

This concentration in Database Administration is designed to prepare students to be Database Administrators. Large organizations have entire teams or even departments responsible for the DBA function, while small organizations may have just one DBA. In general, DBA's are responsible for the validity, reliability, security, and...
online responsiveness of their organization's database. They design both the physical and logical structure of these databases, develop processes and procedures to ensure both security and business continuity and disaster recovery.

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - or CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 549 DATA WAREHOUSING AND DATA MINING
- CSC 454 DATABASE ADMINISTRATION AND MANAGEMENT
- CSC 452 DATABASE PROGRAMMING
- CSC 554 ADVANCED DATABASE MANAGEMENT
- IS 505 BUSINESS CONTINUITY/ DISASTER RECOVERY THEORIES AND STRATEGIES

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any 500-level CDM course qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Enterprise Systems Integration Concentration

Course Requirements

The Enterprise Systems Integration Analyst is responsible for developing solutions that allow integrating Information Technology systems, both internal and external to the organization. Such solutions must be efficient and effective, leveraging standardized technologies, policies and procedures to achieve functional interaction of systems. Enterprise Systems Integration Analysts require exceptional conceptual and communication skills, a broad and deep knowledge of IT systems, and a proactive nature.

Introductory Courses
Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING
- ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS

**Foundation Courses**

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

**Advanced Courses**

- IS 560 ENTERPRISE SYSTEMS
- ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
- ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN
- IS 536 ENTERPRISE CLOUD COMPUTING

**Major Elective Courses**

- Choose 2 courses from the list below:
  - IS 433 INFORMATION SECURITY MANAGEMENT
  - ECT 480 INTRANETS AND PORTALS
  - ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
  - ECT 565 MOBILE ENTERPRISE
  - IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS

**CDM Open Elective Courses**

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Major or Open electives must be 500-level or above.

**Capstone**

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

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**Information Security and Compliance Concentration**

**Course Requirements**

The concentration in Information Security & Compliance prepares students to function as information security managers, risk managers, IT auditors, and compliance analysts. These roles are responsible for conducting risk assessments, developing and implementing security policies, and ensuring an organization’s IT compliance with
internal, industry, and government regulation, policies, and procedures. These roles play an integral part in advising and collaborating across organizational units on chain of trust agreements, business continuity and disaster recovery plans, and audit and governmental compliance practices. Further, these roles are responsible for building organizational awareness of security and compliance policies and procedures. As such, these professionals must maintain current knowledge of a broad range of security threats and vulnerabilities, legal requirements, ethical considerations, industry standards and control techniques. These professionals are detail-oriented and persistent, are persuasive in both oral and written communication to a broad range of technical and non-technical organizational members, and are effective at advising and influencing senior management.

**Introductory Courses**

Introductory course requirements for this concentration can be completed at any time before graduation.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING

**Foundation Courses**

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

**Advanced Courses**

- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 444 IT AUDITING
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- CNS 477 LEGAL ISSUES IN INFORMATION ASSURANCE
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE

**Major Elective Courses**

- Choose 1 course from the list below:
  - IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
  - IS 560 ENTERPRISE SYSTEMS
  - IS 536 ENTERPRISE CLOUD COMPUTING
  - IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS

**CDM Open Elective Courses**

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Major or Open electives must be 500-level or above.

**Capstone**

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES
Information Technology Management Concentration

Course Requirements

The concentration in Information Technology Management prepares students to lead an organization's IT function, as either Chief Information Officer or Chief Technology Officer. Such positions have strategic responsibility for identifying and championing the strategic use of IT within their organizations, as well as ensuring that the IT infrastructure is capable of meeting strategic business goals. In addition, these executives have substantial budgetary responsibility, including responsibility for allocating scarce monetary and human resources among competing projects. They are responsible for smooth daily operation of the various functional departments within the Information Technology area, as well as for ensuring disaster recovery and business continuity.

Introductory Courses

Introductory course requirements for this concentration can be completed at any time before graduation.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 500 INFORMATION TECHNOLOGY LEADERSHIP
  or MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 565 IT OUTSOURCING
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS

Major Elective Courses

- Choose 1 course from the list below:
  - IS 444 IT AUDITING
  - IS 560 ENTERPRISE SYSTEMS
  - IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
  - ECT 565 MOBILE ENTERPRISE
  - IS 433 INFORMATION SECURITY MANAGEMENT
  - ECT 589 E-BUSINESS STRATEGIES
  - IS 506 BUSINESS CONTINUITY/DISASTER RECOVERY MANAGEMENT AND TACTICS
  - IS 483 INFORMATION SERVICES AND OPERATIONS
  - IS 536 ENTERPRISE CLOUD COMPUTING
  - IS 579 VIRTUAL SOFTWARE TEAMS MANAGEMENT
  - IS 580 TECHNOLOGY ENTREPRENEURSHIP

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
Managing E-Business Concentration

Course Requirements

The concentration in e-business management prepares students to manage an organization’s e-business efforts, including developing and overseeing a long range e-business strategy. E-business managers champion the use and expansion of Web-based systems in meeting strategic goals. They work closely with marketing and sales departments to develop and enhance their Web-based efforts. Some students in this concentration will seek initial positions as Web content managers. Typical characteristics for those managing e-business include strategic vision, a proactive orientation, a lifelong interest in new technology, and outstanding interpersonal skills.

Introductory Courses

Introductory course requirements for this concentration should be completed before pursuing advanced courses.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
- CSC 401 INTRODUCTION TO PROGRAMMING
- ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- ECT 589 E-BUSINESS STRATEGIES
- ECT 455 E-COMMERCE WEB SITE ENGINEERING
- ECT 586 CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Major Elective Courses

- Choose 1 course from the list below:
  - ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN
  - ECT 565 MOBILE ENTERPRISE
  - IS 556 ENTERPRISE PROJECT MANAGEMENT
  - ECT 480 INTRANETS AND PORTALS
  - IS 560 ENTERPRISE SYSTEMS
  - IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
  - ECT 582 SECURE ELECTRONIC COMMERCE
  - HCI 521 DESIGNING FOR CONTENT MANAGEMENT SYSTEMS
  - ECT 481 INTERNET SUPPLY CHAIN MANAGEMENT
  - IS 500 INFORMATION TECHNOLOGY LEADERSHIP
  - IS 536 ENTERPRISE CLOUD COMPUTING
CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Major or Open electives must be 500-level or above.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Project Management Concentration

Course Requirements

The concentration in Project Management is designed to prepare students for positions as IT Project Managers. Project Managers organize, schedule, and control IT projects, ensuring that they are implemented on-time, within budget, and that they meet stakeholder expectations and needs. Many PMs now manage virtual projects, where their project team is globally scattered and communications are primarily electronically facilitated. Some PMs lead an individual project, while others may be responsible for allocating scarce monetary and human resources across a variety of competing projects. Regardless, Project Managers must be skilled negotiators. In addition, all Project Managers require substantial organizational ability, sound judgment, and outstanding interpersonal skills.

Introductory Courses

Introductory course requirements for this concentration can be completed at any time before graduation.

- IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  or CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

- IS 400 INTRODUCTION TO IS MANAGEMENT SEMINAR
- IS 421 SYSTEMS ANALYSIS
- CSC 451 DATABASE DESIGN
- IS 422 SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
- ECT 424 ENTERPRISE INFRASTRUCTURE
- IS 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Advanced Courses

- IS 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 560 ENTERPRISE SYSTEMS
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
Major Elective Courses

- Choose 2 courses from the list below:
  - IS 570 ENTERPRISE SYSTEM IMPLEMENTATION
  - ECT 556 ENTERPRISE ARCHITECTURE AND DESIGN
  - IS 500 INFORMATION TECHNOLOGY LEADERSHIP
  - or MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
  - IS 540 GLOBAL INFORMATION TECHNOLOGY
  - IS 565 IT OUTSOURCING
  - IS 579 VIRTUAL SOFTWARE TEAMS MANAGEMENT

CDM Open Elective Courses

Students must complete 1 CDM Open Elective Course chosen from either IS concentration courses from any IS concentration or other courses meeting the following rules:

- Any CDM course in the 421-699 range qualifies, with the exception of ANI, DC, TV and VFX courses, which do not qualify.
- The following courses also qualify:
  - IT 411 SCRIPTING FOR INTERACTIVE SYSTEMS
  - ECT 410 DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
  - CSC 401 INTRODUCTION TO PROGRAMMING
  - HCI 406 WEB SITE DESIGN FOR HCI
  - IT 403 STATISTICS AND DATA ANALYSIS

Credit for courses taken outside of CDM will only be given if approved by a faculty advisor.

At least 1 of the Major or Open electives must be 500-level or above.

Capstone

- IS 577 INFORMATION SYSTEMS POLICIES AND STRATEGIES

Information Technology Project Management (MS)

The Master of Science in IT Project Management is for working professionals who have either a technology undergraduate degree or two years of IT work experience and wish to advance their careers by filling the growing need for IT project managers. This program is intended for graduate students who wish to prepare for careers leading and managing IT project teams.

The lack of project and program management skills has long been known to be a major factor in IT project failures. Over the past decade, it has become apparent that placing individuals with strong training in the breadth of project management skills significantly improves the likelihood of bringing an IT project in successfully on time, and on budget. This growing awareness is leading to increased demand for skilled IT project and program managers. But demand for these skills currently outstrips the supply of qualified candidates. This is a high-level program preparing graduates for mid- to high-level project and program management positions. Core IT skills are assumed. Students focus on leveraging those skills to build leadership practices that enable quality work.

Students in this program will gain a broad range of skills including:

- In-depth knowledge of project management skills, including risk management, procurement and contract management, time and cost estimating, controlling and tracking techniques (scope statements, work breakdown structures, Gantt, PERT, etc.); and IT testing, quality assurance, and control
- Familiarity with those elements of human resource management that are key to project management success, such as team building, motivating, communicating through traditional and electronic means, negotiating and influencing, coordinating, and managing organizational change
- Basic general knowledge of business systems and processes, including knowledge of introductory accounting and the basics of cost accounting as applied in IT project management
- Ability to effectively use common project management software packages
- Familiarity with program management and the skills to mitigate risk across a portfolio of projects
Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Foundation Courses

- PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT
- PM 440 COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
- PM 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- PM 556 ENTERPRISE PROJECT MANAGEMENT
- PM 570 ENTERPRISE SYSTEM IMPLEMENTATION
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
  or IS 500 INFORMATION TECHNOLOGY LEADERSHIP

Note: The PM courses listed above are offered in cross-listed sections of same-number IS courses. Students are not allowed to take both IS 500 and MGT 500 to satisfy Foundation Courses requirements.

Advanced Courses

Students must complete 24 quarter hours (generally 6 courses) from the list below. A minimum of twelve quarter hours (generally 3 courses) must be taken from CDM. These electives cover a broad range of technical, managerial, and information systems topics. Students should work closely with their advisor to identify and select courses most directly associated with their career plans.

CDM Elective Courses (all 4 quarter hours)

- IS 433 INFORMATION SECURITY MANAGEMENT
- IS 435 ORGANIZATIONAL MODELING
- IS 456 KNOWLEDGE MANAGEMENT SYSTEMS
- IS 483 INFORMATION SERVICES AND OPERATIONS
- IS 485 REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
- IS 500 INFORMATION TECHNOLOGY LEADERSHIP
- IS 505 BUSINESS CONTINUITY/DISASTER RECOVERY THEORIES AND STRATEGIES
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 536 ENTERPRISE CLOUD COMPUTING
- IS 540 GLOBAL INFORMATION TECHNOLOGY
- IS 560 ENTERPRISE SYSTEMS
- IS 565 IT OUTSOURCING
- IS 578 INFORMATION TECHNOLOGY CONSULTING
- IS 579 VIRTUAL SOFTWARE TEAMS MANAGEMENT
- SE 430 OBJECT ORIENTED MODELING
- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 482 REQUIREMENTS ENGINEERING
- SE 529 SOFTWARE RISK MANAGEMENT

* SE 430 requires two courses of object-oriented coding, or consent of the instructor.

Kellstadt Elective Courses (all 4 quarter hours)
• ACC 500 FINANCIAL ACCOUNTING
• ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
• MGT 530 LEADERSHIP IN ORGANIZATIONS
• MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
• MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
• MGT 563 NEGOTIATION SKILLS
• MGT 565 EMPLOYMENT LAW

SNL Elective Courses (all 3 quarter hours)

• LLS 445 IMPROVING INTERPERSONAL DYNAMICS
• LLS 455 VALUING HUMAN DIFFERENCES SEMINAR
• LLS 465 ENGAGING ETHICAL REASONING SEMINAR

Capstone

• PM 577 IT PORTFOLIO MANAGEMENT AND STRATEGIES

Degree Requirements

Students in this degree program must meet the following requirements:

• Complete a minimum of 52 graduate credit hours in the designated degree program.
• Complete all graduate courses and requirements listed in the designated degree program.
• Earn a grade of C- or better in all courses of the designated degree program.
• Maintain a cumulative GPA of 2.5 or higher.
• Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

Interdisciplinary Studies (MA)

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students’ academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly administered with the Master of Arts in Liberal Studies Program (MALS); IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

• Individual, self-designed graduate program of study that builds on specific academic and professional interests.
• Ability to combine various academic disciplines in chosen areas of study.
• Choice of courses in most colleges and schools.
Admission Information

In order to be considered for admission, students must have the following:

- Bachelor's degree from an accredited institution.
- In most cases, GPA of 3.0 or above.
- A clear admission essay, consisting of:
  - Statement of Academic Purpose (SAP), which describes the academic and/or professional objectives explaining why the student is considering the Interdisciplinary Studies Program and what the student hopes to accomplish by enrolling in the program,
  - a List of Courses (LOC) that make up that program
- Two letters of recommendation. The program may require letters of recommendation from previous graduate programs in which applicants have been enrolled.
- Personal Interview with the director or associate director of the IDS Program

International students applying to the program must have evidence of TOEFL results: a minimum score of 590 on the TOEFL is required for admission to the Interdisciplinary Studies program.

Other national tests such as GRE, LSAT, and GMAT are not required for application. However, results may be submitted to strengthen an application.

Degree Requirements

Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.

Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 16 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the College of Commerce, including College of Commerce courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the Kellstadt Graduate School of Business in the College of
Commerce must be done through the IDS office.

- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the College of Computing and Digital Media (CDM). Special permission must be sought for courses taken in the School for New Learning. Only non-performance courses may be taken in School of Music or the Theatre School.
- Prerequisites within Departments and Schools apply.
- Certain individual courses may not be open to IDS students.
- To support the student's program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

**Program Completion (Capstone) Steps**

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student’s portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: Thesis if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS/IDS director sign a Culminating Project Completion Form.

**Program Completion (Capstone) Options**

The IDS program may be completed in one of four ways:

**Thesis Option (12 courses)**

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

**Practicum Option (12 courses)**

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

**Enhanced Portfolio Option (13 courses)**

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

**Exit Course Option (13 courses)**

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In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

**Determination of Degree**

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Arts degree, then the student will earn the M.A. (If the number is equal the student can choose the M.A. or the M.S.)

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**Student Handbook**

**Probation**

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS Sharepoint site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

**Dismissal**

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS or ISP 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS or ISP 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

**Readmission**
When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

**Transfer Credit**

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

**Undergraduate Courses**

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student's overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than four 300-level courses as part of his or her program.

**Graduation Requirements**

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. A full description of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS Sharepoint site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

**Graduation with Distinction**

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of “distinction” on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

**Time Limit**

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed here.

**Interdisciplinary Studies (MS)**

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service. The IDS Program is jointly
administered with the Master of Arts in Liberal Studies Program (MALS); IDS students are welcome to enroll in MALS Core Courses and cross-lists.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
- Choice of courses in most colleges and schools.

Admission Information

In order to be considered for admission, students must have the following:

- Bachelor's degree from an accredited institution.
- In most cases, GPA of 3.0 or above.
- A clear admission essay, consisting of:
  - Statement of Academic Purpose (SAP), which describes the academic and/or professional objectives explaining why the student is considering the Interdisciplinary Studies Program and what the student hopes to accomplish by enrolling in the program,
  - a List of Courses (LOC) that make up that program
- Two letters of recommendation. The program may require letters of recommendation from previous graduate programs in which applicants have been enrolled.
- A personal interview with the director or associate director of the IDS Program may be required.

International students applying to the program must have evidence of TOEFL results: a minimum score of 590 on the TOEFL is required for admission to the Interdisciplinary Studies program.

Other national tests such as GRE, LSAT, and GMAT are not required for application. However, results may be submitted to strengthen an application.

Degree Requirements

Portfolio

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At the culminating point there will be work from a total of at least six courses in the portfolio.

Midpoint Essay

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

Culminating Point Essay

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.
Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Maximum of 16 quarter hours of credit in approved 300-level courses, and remainder of credit hours from 400/500/600-level courses.
- No more than five courses may be taken in the College of Commerce, including College of Commerce courses which are cross-listed in other programs and courses transferred from other institutions which are business courses. Registration for courses in the Kelstadt Graduate School of Business in the College of Commerce must be done through the IDS office.
- No more than six courses may be taken in any single discipline within the College of Liberal Arts and Sciences, no more than six courses may be taken in the College of Education, and no more than six courses may be taken in the College of Computing and Digital Media (CDM). Special permission must be sought for courses taken in the School for New Learning. Only non-performance courses may be taken in School of Music or the Theatre School.
- Prerequisites within Departments and Schools apply.
- Certain individual courses may be not be open to IDS students.
- To support the student's program plan, the IDS advisor may require that the student take certain courses in areas such as writing, statistics, disciplinary methodologies, foreign languages, etc., when appropriate.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: Thesis if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS/IDS director sign a Culminating Project Completion Form.

Program Completion (Capstone) Options

The IDS program may be completed in one of four ways:

Thesis Option (12 courses)

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal and approval of committee.

Practicum Option (12 courses)

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option (13 courses)

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected
from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

**Exit Course Option (13 courses)**

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular course over and above the original 12 courses. This course should be chosen as an “exit course,” in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall IDS Program. The instructor will grade the paper, and another reader suggested by the IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

**Determination of Degree**

If the majority of courses completed for the master's degree are drawn from programs that award the Master of Science degree, then the student will earn the M.S. (If the number is equal the student can choose the M.S. or the M.A.)

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**Student Handbook**

**Probation**

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS Sharepoint site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student’s grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

**Dismissal**

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or
breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS or ISP 502) during the three quarters of the academic school year. After three consecutive terms of Candidacy Continuation, students should enroll in Active Status (MLS or ISP 501) if they still require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student's overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than four 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. A full description of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS Sharepoint site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of “distinction” on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed here.
International Business (MBA)

The concentration in International Business has a course requirement, a functional emphasis requirement, and a language requirement.

The functional emphasis ensures that graduates of the program have functional as well as international expertise. The emphasis can consist of coursework in Accounting, Economics, Finance, Management, Marketing, or International Trade Policy.

Students concentrating in International Business must demonstrate competency in at least one modern language other than English. That competence can be demonstrated by proper coursework or the successful completion of a language exam. One year of college level language study is considered appropriate coursework for purposes of satisfying this requirement.

An MBA candidate with a concentration in International Business should have some international exposure outside of the classroom. The work commitments of many of our students, however, preclude extended overseas activities. As a result, the college has developed a series of international business seminars which provide students with international exposure in a time frame suitable for working adults. These programs provide an excellent opportunity to expand the graduate business curriculum and increase exposure to other cultures. The seminars are typically one to three weeks in length and scheduled to coincide with breaks between quarters.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.
Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the Graduate School of Business Office in their original envelopes with the applicant’s name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant’s admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly
Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own
pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

- One course which relates to the functional discipline (Accounting, Economics, Finance, Management, Marketing, or International Trade and Policy) which the candidate has chosen to emphasize – this course would normally be chosen from among the following:
  - IB 520 INTERNATIONAL TRADE THEORY AND POLICY
  - IB 521 INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS ECO 558)
  - IB 530 INTERNATIONAL FINANCE
  - IB 540 INTERNATIONAL MANAGEMENT
  - IB 550 INTERNATIONAL MARKETING
- One course in International Business outside the particular functional discipline chosen by the candidate.
- Two courses in the discipline which the candidate has chosen to emphasize which need not come from the International Business course offerings.

Emphasis in International Trade Policy

Students pursuing the International Trade Policy emphasis would take

- IB 520 INTERNATIONAL TRADE THEORY AND POLICY
- IB 521 INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS ECO 558)
- IB 525 ECONOMICS OF DEVELOPING COUNTRIES
  or IB 798 SPECIAL TOPICS: International Policy Analysis

These three courses would replace the requirements in the first and third bullet above.
International Public Service (MS)

An international and diverse student body, faculty members from six different countries, a robust study abroad program, and a rich curriculum make the master of science in international public service management at DePaul University the perfect choice for students wishing to work for international organizations in the U.S. and overseas. Students in this degree program have a choice of a variety of electives including classes on proposal writing, fundraising, leadership and management, strategic planning, intercultural communication in organizations, and international relations and conflict resolution.

This degree is accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

Mission Statement

The Master of Science in International Public Service educates ethical leaders to work in international organizations in the US and abroad and emphasizes understanding cross-sector relations. We believe that leaders need practical skills and first-hand experiences in solving global problems. We are committed to strengthening local communities and reducing disparities throughout the world, by building capacity through sustainable development. We promote compassion for marginalized communities and service to all people with sensitivity, professionalism, accountability, transparency and justice.

Admission Information

Requirements for Admission

To be eligible for the international public service management program, students must hold a bachelor's degree from a regionally accredited college or university. In addition, students must demonstrate, through past academic or professional work, a capacity for achievement.

To apply, please submit the following:

- A completed online application
- Official transcripts from all colleges and/or universities attended
- A two-page personal statement describing your educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance
- Current resume or curriculum vitae

Students educated outside the U.S. must present proof of English proficiency. A minimum TOEFL score of 590 (paper-based), 243 (computer-based), 96 (Internet-based) or a minimum 7.5 on the IELTS may be submitted for this requirement.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 quarter hours). Eleven courses (44 quarter hours) of required core courses and 2 courses (8 quarter hours) of electives are required.
Core Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 511 SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE
- MPS 610 INTERNATIONAL/INTERCULTURAL INTERNSHIP
- MPS 612 INTERNATIONAL POLITICAL ECONOMY
- MPS 613 COMPARATIVE PUBLIC POLICY
- MPS 614 GLOBALIZATION AND CIVIL SOCIETY ORGANIZATIONS

Choose one of the following two course sequences.

- Research Sequence for Policy Based Research
  - MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
  - MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS

- Research Sequence for Management Based Research
  - MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
  - MPS 589 ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT

Elective Courses (8 Credit Hours):

- Choose 8 credit hours of electives from the following list:
  - MPS 513 VOLUNTEERISM
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
  - MPS 523 GROUP DYNAMICS FOR LEADERS
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 600 INDEPENDENT STUDY
  - MPS 604 SPECIAL TOPICS courses by approval only
  - MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
  - MPS 615 INTERCULTURAL COMMUNICATION IN ORGANIZATIONS
  - MPS 616 INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT

Thesis Option

- MPS 598 THESIS

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 with MPS 598. To qualify for the thesis option you must take research sequence MPS 586/MPS 587.

Language Requirements

All applicants should have training in a second language appropriate to their interests; students are expected to have written fluency as they progress in their career field. Students must pass a proficiency exam during their first year of study in the program. For non-native speakers of English, a TOEFL score of 590 (paper-based), 243 (computer-based), 96 (internet based) or a 7.5 on the IELTS required for admission satisfies this requirement.

Study Abroad Requirement

Students in the IPS program are required to take at least ONE course abroad. These unique one to two week study abroad trips allow both full-time and part-time students to participate.

International Work/Internship Requirements

Students must complete substantial professional experience in an international or intercultural setting. Students with such experience may request a waiver by submitting a letter describing the extent of their work in international or cross-cultural countries and organizations. In this case, students choose an alternative four-credit hour course with the director's approval. Students without such experience complete an internship with an appropriate organization.
International Studies (MA)

The Master of Arts in International Studies is an academically rigorous, thesis-driven, two-year program focused on social analysis and justice issues. Students today are confronted by complex world events such as the long "war on terror", global climate change, transitions to capitalism among post-communist societies, recurrent economic crises, and the exclusions effected through stigma, symbolic violence, and systematic misrecognition. Traditional economics and international relations theory has failed to offer insightful analyses or solutions for many of these developments. The interdisciplinary field of international studies is uniquely situated to analyze this increasingly complex world, challenge conventional wisdom, and train students to find creative solutions.

The curriculum allows the flexibility of integrating multiple disciplines with training in critical theory and a rigorous thesis-driven program. Students investigate the underlying assumptions and histories of contemporary issues and analyze scholarship using approaches from critical social and cultural theory, and international political economy.

Program Features

Interdisciplinary Curriculum

Our curriculum includes content from many areas, including international economics, political science, world history, geography, area studies, sociology and anthropology. While our program has full-time faculty dedicated to international studies, we also draw on faculty members from other departments to provide students with a rich, varied, and robust curriculum.

Thesis-driven

Our program has been carefully structured to provide our students with the best possible preparation for thesis research during the second year of study, an opportunity becoming increasingly rare in masters programs. As they progress through the program, students develop a tutorial relationship with an individual faculty member who will serve as the student's thesis advisor. For self-driven students with interests in a particular question, or who plan to apply to a PhD program, the thesis requirement is a major asset of the program.

Orientation Towards Social Justice

Our coursework challenges students to analyze the multiple ways in which inequality and oppression work and to strategize for social change in a way that bridges theory and practice. As the program progresses, students are expected to develop socially responsible ethical frameworks that are informed by historical consciousness of transnational contexts; these, in turn, inform their research.

Post-graduate Opportunities

Because the program encompasses such a broad range of disciplines, the employment opportunities associated with the program are diverse and far-reaching. Many students go on to Ph.D. work, well-prepared for research and writing at the doctoral level. Other graduates find jobs within nonprofits, international non-governmental organizations, and a range of international diplomatic entities.

Admission Information

Application review begins Dec 15th, 2012 and continues on a rolling deadline basis through April 15th, 2013.

The M.A. in International Studies is an academically demanding two-year program. Each autumn term a new cohort of twenty to thirty students begins to work through the courses and thesis colloquia together.
The Master’s program begins its sequence of classes in the Autumn Quarter, so we only admit students to the program to begin in the Autumn Quarter. There are no Winter or Spring admissions. All of our graduate classes are offered in the evening.

**Minimum Requirements for Acceptance into the M.A. Program**

- Bachelor's degree from an accredited undergraduate institution
- GPA of 3.2 on a 4.0 scale
- Grade of B or better in a college level modern language (other than English) course beyond the second year or the equivalent score on a language placement exam
- For students who completed their undergraduate degree in a language other than English, a minimum TOEFL reading score of 22, writing score of 24, and total score of 79 or higher is required.

A complete application for the International Studies Master's Program includes the following:

1. **Application Form** - online at http://www.depaul.edu/admission-and-aid/types-of-admission/graduate-student/Pages/ias.aspx

2. **Application Fee** of $40.00 US Dollars--submitted with the application or mailed as check or money order (payable to DePaul University).

3. **One official sealed transcript** from an accredited institution that shows successful completion of a Bachelor's Degree with at least a 3.2 GPA (on a 4.0 scale). Please note: Official translations must be submitted for all educational documents originally issued in a language other than English.

4. **Two letters of recommendation on letterhead**
   The most useful letters are those written by professors with whom you have worked, preferably in a class related to international studies. In any case, recommenders should address your:
   - writing abilities,
   - analytical skills,
   - motivation and readiness for graduate study,
   - ability to do independent work, and
   - ability to see a project through to completion.

5. **Statement of Purpose** (2-5 pages) that describes the following: Why you want to pursue an MA in International Studies at DePaul University, how this program will further your academic and professional goals, your primary research interests, and a thesis topic you would like to pursue.

6. **Writing Sample**: Submit an analytical paper of 5-8 pages. Papers should demonstrate your writing and critical thinking abilities, ideally in a subject area related to international studies.

7. **GRE Scores**

   **For International Students Only**

   Students with undergraduate degrees earned outside the United States should submit official educational credentials and evaluation fee to one of the following companies. Contact the Graduate Admission office at 773/325-7315 for more information regarding this requirement.

   - One Earth International Credential Evaluation
   - Educational Credential Evaluators, Inc. (ECE)
   - Educational Perspectives (EP)

   Applicants are encouraged to contact the program at 773-325-7456 to set up a preadmission information session either in person or by phone. A personal interview is not required for admission.

**Degree Requirements**

The following degree requirements do not apply to students entering the MA program beginning in the 2013-2014 academic year. For details on the new graduate curriculum, please visit the International Studies Department website.
Course Requirements

Core Courses

- INT 401 PROSEMINAR IN INTERNATIONAL STUDIES
- INT 402 COMPLEX SOCIAL ORGANIZATION
- INT 403 MOVEMENTS, REGIMES, AND IDEOLOGIES
- INT 404 CULTURES IN THE INTERNATIONAL CONTEXT
- INT 405 ECONOMIES IN THE INTERNATIONAL CONTEXT
- INT 406 GLOBALIZATION

Thesis Colloquia

- INT 590 THESIS RESEARCH I: DIRECTED RESEARCH
- INT 592 THESIS RESEARCH II: THESIS WRITING

Elective Courses (16 credit hours)

Students are free to select four elective courses in support of their thesis. The electives should be selected in consultation with the thesis advisor. Permission of the advisor must be obtained before taking courses outside of the International Studies Program.

Investment Management (MBA)

The required courses in the Investment Management concentration are designed to provide an overview of the investment environment for the institutional money manager, including the market mechanism, market equilibrium and the relationship between risk and return and the valuation of various investment instruments.

Students will study contemporary theories and techniques of security selection and management available to the institutional portfolio manager. Students will develop financial analysis skills from the view of an outsider using a corporation’s publicly available financial statements.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the
number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.
Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

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Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.
While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O’Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

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**Concentration Requirements**

**Course Requirements**

Students complete the Investment Management concentration by taking the following two courses:

- FIN 523 INVESTMENT ANALYSIS
- FIN 525 PORTFOLIO MANAGEMENT
- Choose two of the following courses:
  - FIN 524 FINANCIAL STATEMENT ANALYSIS
  - FIN 526 ADVANCED TOPICS IN INVESTMENTS
  - FIN 582 THE PSYCHOLOGY OF FINANCIAL MARKETS
IT Management (MBA)

The three-course Information Technology (IT) Management concentration covers advanced topics in managing IT as a service to prepare graduates for leadership positions in information systems. Students learn how to provide high quality and customer-focused IT services, describe them in the customer's language, and manage the quality, availability, reliability, and cost of these services.

The program introduces best practices and proven approaches in guiding an IT organization to improve its structure, become more efficient, and be better aligned with corporate objectives. Such an organization is in superior control of its IT infrastructure and services. Students are expected to first complete the MIS concentration or have equivalent previous coursework or substantial experience in information systems. In case a student already has competences in IT service management, the curriculum can be customized in consultation with the Graduate MIS Program Administrator.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

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DePaul University

Winter/Spring 2013
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These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.
Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

To complete this concentration, students must take the following three courses:

- MIS 798 SPECIAL TOPICS: IT Service Management
- MIS 683 INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE
- MGT 598 PROJECT MANAGEMENT: SEMINAR IN OPERATIONS MANAGEMENT
  or PM 430 FUNDAMENTALS OF IT PROJECT MANAGEMENT

Jazz Studies (MM)

The graduate jazz studies program provides students a comprehensive education in jazz, allowing students to specialize in either performance or composition. Drawing upon the resources of the Chicago jazz scene, faculty members are highly celebrated performers, teachers, composers, and arrangers. In addition to applied jazz lessons, jazz ensembles, and jazz combos, Master of Music students enroll in courses such as jazz theory, history, pedagogy, improvisation, composing, and/or arranging. Throughout the program, jazz students have multiple opportunities to record performances and compositions in professional recording studios. The Master of Music degree is a two-year program.
Admission Information

Admission

The first charter of DePaul University included a statement on nondiscrimination, and the policy has been enforced vigorously for over 114 years. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Procedures for Admission

Applicants for graduate admission should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website. Applicants to the master's degree program for music education must interview with the Music Education department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place at the beginning of the academic year.

Certificate in Performance

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-masters program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants must take an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website.

Non-Degree Seeking Students

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

Student-At-Large

DePaul School of Music does not normally admit applicants as students-at-large. A student completing a graduate program at another accredited institution may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a student-at-large.

International Students

All international students and any student who has been educated outside of the United States should complete the application requirements for their desired program (see above), submit their educational credentials to a third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is December 1. For further information on applying to DePaul School of Music as an international graduate student, please refer to the International Students section under Admissions on the School of Music website.

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may be considered for admission to the joint English Language Academy-School of Music program. (For further information on this program, students should contact the School of Music Admissions Office.) Those who request student visas also must show evidence of adequate financial support. A formal letter of admission and/or form 1-20 will be issued only after all admission requirements have been fulfilled.

Diagnostic Examinations

Students who have been admitted to the master's degree program for composition, performance, jazz studies, and music education must take a diagnostic examination in musicianship studies. These examinations, taken
during new student orientation, will be used to guide course placement and identify areas for additional studies.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master’s degree students, and courses in the specialization. Prior to the completion of each degree program, graduate students must pass a written comprehensive examination, administered by each department/program.

Jazz Studies Core (16 credits)

- JZZ 406 JAZZ STYLE AND ANALYSIS
- Music History: Two courses from the following list
  - JZZ 405 JAZZ HISTORY
  - MUS 420 HISTORY OF THE ORATORIO
  - MUS 435 18th & 19th WIND HISTORY AND LITERATURE
  - MUS 436 20th CENTURY WIND HISTORY AND LITERATURE
  - MUS 475 MEDIEVAL MUSIC
  - MUS 478 RENAISSANCE MUSIC
  - MUS 479 BAROQUE MUSIC
  - MUS 481 HISTORY OF OPERA
  - MUS 482 WORLD MUSIC CULTURES
  - MUS 484 CLASSICAL MUSIC
  - MUS 485 ROMANTIC MUSIC
  - MUS 486 MUSIC SINCE WORLD WAR II
  - MUS 487 20TH CENTURY MUSIC BEFORE WWII
- MUS 400 MUSIC RESEARCH I

Specializations

Students must choose one of the following specializations:

Performance Specialization (16 credit hours)

- Applied Jazz Lessons (12 credits required)
  - JZZ 412 APPLIED JAZZ IMPROVISATION
  - JZZ 413 JAZZ GUITAR
  - JZZ 414 JAZZ PERCUSSION
  - JZZ 415 JAZZ PIANO
  - JZZ 416 JAZZ SAXOPHONE
  - JZZ 417 JAZZ STRING BASS
  - JZZ 418 JAZZ TROMBONE
  - JZZ 419 JAZZ TRUMPET
- JZZ 411 JAZZ PEDAGOGY
- JZZ 425 JAZZ RHYTHM SECTION TECHNIQUES
- Electives (4 credits)
- Ensemble Participation (12 credits)
  - JZZ 400 JAZZ ENSEMBLE
  - JZZ 401 JAZZ CHAMBER ENSEMBLE
- APM 405 GRADUATE RECITAL (0 credits)

Composition Specialization (22 credits)

- Advanced Jazz Composition Sequence
  - JZZ 402 ADVANCED JAZZ COMPOSITION I
  - JZZ 404 ADVANCED JAZZ COMPOSITION II
- Applied Jazz Lessons (6 credits)
  - JZZ 413 JAZZ GUITAR
JZZ 414 JAZZ PERCUSSION
JZZ 415 JAZZ PIANO
JZZ 416 JAZZ SAXOPHONE
JZZ 417 JAZZ STRING BASS
JZZ 418 JAZZ TROMBONE
JZZ 419 JAZZ TRUMPET
JZZ 403 JAZZ ANALYSIS AND APPLICATION
JZZ 411 JAZZ PEDAGOGY
JZZ 425 JAZZ RHYTHM SECTION TECHNIQUES
Electives (4 credits)
Ensemble Participation (6 credits)
JZZ 400 JAZZ ENSEMBLE
JZZ 401 JAZZ CHAMBER ENSEMBLE

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- Performance track, the presentation of a public recital; composition track, the completion of a final writing project.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

Residency Requirements

All courses for the master's degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

A full-time graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master's degree program has been granted.

Journalism (MA)

The M.A. in Journalism focuses on the social responsibility of journalists in the new converged, online world of information gathering and dissemination. Students will be given theoretical grounding and skills to tell stories in this new digital landscape. Mac and PC labs, along with a state-of-the-art converged news center, studio and high-end editing suites located in Chicago's South Loop, will be staffed by experienced professionals drawn from Chicago's major media. Graduates will learn how to add value to stories citizens access on the web through course work and experiential learning aimed at giving them content specialization to better serve citizens with news they need to know.
Sports Journalism

Course Requirements

The graduate concentration in Sports Journalism trains students to write, report, and produce multimedia sports packages, while giving them an understanding of the unique role of sports in American life. Experiential learning opportunities are emphasized in game coverage, sports blogging, and building sports communities through print, broadcast, and social media. Students will learn the perspective and context that makes for truly exceptional work in sports journalism.

- JOUR 510 SPORTS REPORTING
  or JOUR 523 ONLINE SPORTS REPORTING
- Choose three courses from the following list:
  - JOUR 508 NICHE JOURNALISM
  - JOUR 514 OPINION AND COLUMN WRITING
  - JOUR 515 SPECIAL TOPICS IN JOURNALISM
  - JOUR 517 EXPERIENTIAL LEARNING IN JOURNALISM
  - JOUR 521 SPORTS PRODUCING
  - JOUR 524 WRITING FOR THE DEPAULIA
  - JOUR 528 REPORTING FOR GOOD DAY DEPAUL
  - CMN 591 INTERNSHIP

Reporting Metro Chicago

Course Requirements

The graduate concentration in Reporting Metro Chicago prepares students for work in urban reporting by introducing them to the communities, institutions, and decision-makers that impact citizens across the metro area. Students will learn how to cover critical urban issues through a variety of print and online platforms that serve citizens with fascinating stories drawn from across the urban area.

- JOUR 513 CHICAGO AND URBAN AFFAIRS REPORTING
  or JOUR 525 URBAN AFFAIRS REPORTING
- Choose three courses from the following list:
  - JOUR 508 NICHE JOURNALISM
  - JOUR 509 JOURNALISM LAW AND ETHICS
  - JOUR 512 BUSINESS WRITING AND REPORTING
  - JOUR 514 OPINION AND COLUMN WRITING
  - JOUR 515 SPECIAL TOPICS IN JOURNALISM
  - JOUR 517 EXPERIENTIAL LEARNING IN JOURNALISM
  - JOUR 526 POLITICAL COMMUNICATION
  - JOUR 528 REPORTING FOR GOOD DAY DEPAUL
  - CMN 591 INTERNSHIP
Admission Information

Students seeking admission to the Master's in Journalism program must submit the following:

- Completed application and application fee
- Official undergraduate transcript in which the student completed a bachelor's degree from a regionally accredited college or university and achieved a minimum grade point average of 3.0 on a 4-point scale
- Statement of purpose (750 words) explaining why the student is seeking admission to the program
- Writing sample or project that demonstrates the applicant's journalistic ability
- Two letters of recommendation
- Resume

The Journalism admission committee has a rolling admission policy, meaning the committee will consider completed applications throughout the year. For students who completed their undergraduate education outside the United States and who are not native speakers of English, a TOEFL score of 590 (paper-based); 243 (computer-based) or 96 (internet-based — with all sections scores of 22 or higher) is also required along with an oral interview with two members of the program's faculty.

Degree Requirements

The Master of Arts in Journalism requires 12 courses—three core courses, a minimum of six elective courses in Journalism, and a maximum of three outside electives. Students must maintain a 3.0 average in their graduate work to remain in good academic standing. Students who drop below this average will be put on academic probation and will be expected to attain the minimum requirement within two quarters. Failure to do so may result in dismissal from the program.

Core Courses

- JOUR 501 THE SOCIAL RESPONSIBILITY OF JOURNALISM
- JOUR 502 NEWS NOW: JOURNALISM IN THE INFORMATION AGE
- JOUR 503 REPORTING FOR CONVERGED NEWSROOMS

Journalism Electives

Students select a minimum of six courses from the following list:

- JOUR 504 BACKPACK REPORTING
- JOUR 505 ADVANCED TELEVISION REPORTING
- JOUR 506 NEWSCAST PRACTICUM
- JOUR 507 VISUAL COMMUNICATION
- JOUR 508 NICHE JOURNALISM
- JOUR 509 JOURNALISM LAW AND ETHICS
- JOUR 510 SPORTS REPORTING
- JOUR 511 ARTS & ENTERTAINMENT REPORTING
- JOUR 512 BUSINESS WRITING AND REPORTING
- JOUR 513 CHICAGO AND URBAN AFFAIRS REPORTING
- JOUR 514 OPINION AND COLUMN WRITING
- JOUR 515 SPECIAL TOPICS IN JOURNALISM
- JOUR 517 EXPERIENTIAL LEARNING IN JOURNALISM
- JOUR 518 WRITING AND REPORTING
- JOUR 519 INTERNATIONAL REPORTING
- JOUR 521 SPORTS PRODUCING
- JOUR 522 MULTI-PLATFORM NEWS EDITING
- JOUR 523 ONLINE SPORTS REPORTING
- JOUR 524 WRITING FOR THE DEPAULIA
- JOUR 525 URBAN AFFAIRS REPORTING
- JOUR 526 POLITICAL COMMUNICATION
Outside Electives

With approval from the graduate program director, students can take up to three relevant elective courses from other CMN graduate programs, or relevant graduate elective courses from outside CMN. Examples of courses students have taken previously are:

- CMNS 545 COMMUNICATION AND TECHNOLOGY
- CMNS 552 STRATEGIC COMMUNICATION
- CMNS 561 INTERNATIONAL MEDIA
- CMNS 563 MULTICULTURAL MEDIA REPRESENTATIONS
- DC 415 POST-PRODUCTION SOUND DESIGN
- DC 420 EDITING II
- DC 430 VISUAL EFFECTS
- DC 471 DOCUMENTARY PRODUCTION
- MCS 530 NEW MEDIA AND CULTURE
- MCS 534 DOCUMENTARY STUDIES
- MCS 541 AUDIO DOCUMENTARY
- NMS 502 NEW MEDIA, OLD MEDIA
- NMS 520 WEB DESIGN I
- NMS 521 WEB DESIGN II
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
- PRAD 562 MEDIA RELATIONS
- PRAD 575 COMMUNICATION LAW AND ETHICS

Language Literacy and Specialized Instruction (MA)

The program in Literacy and Specialized Instruction fosters leadership in three areas of specialized instruction:

- Dual Certification - Special Education combined with Elementary Education
- Reading Specialist
- Special Education for Teachers

The Dual Certification concentration in Special Education (Special K-12) and Elementary Education (K-9) prepares candidates to teach both special and regular education and leads to initial teacher certification in two areas. Coursework focuses on a theoretical understanding of both regular education and special education as well as on strategies for working with children in a wide variety of classroom settings.

The Reading Specialist concentration combines the disciplines of Learning Disabilities and Reading Education (Developmental and Remedial Reading) and leads to a Reading Specialist Certificate (Special K-12) and prepares students to work primarily as reading specialists and as professionals in clinics or private practice. Coursework focuses on a theoretical understanding of reading problems and learning disabilities in individuals of all ages.

The Special Education for Teachers (Learning & Behavior Specialist 1) program prepares currently certified general education teachers to work in special education, and results in a LBS-1 certificate (Type 10 K-12) or an endorsement. Students in the Special Education for Teachers program may work with individuals with special needs in a variety of settings.

Certification

Students are eligible for an initial Elementary (K-9) teaching certificate and an initial Type 10 (pre-K-21) teaching
certification with an LBS1 endorsement upon completion of the Dual Certification Master's program and the required certification tests.

Students are eligible for an initial Type 10 (pre-K-21) teaching certificate with an LBS1 endorsement upon completion of the Special Education for Teachers (Learning Behavior Specialist 1) Master's program and the required certification tests. Certificate only and endorsement only options available. Note: Courses in the Special Education for Teachers concentration are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

Students are eligible for an initial Type 10 certificate (K-12) teaching certificate with a Reading Specialist endorsement upon completion of the Reading Specialist Master's program, the required certification tests, and the required employment experience (2-years of full-time teaching experience).

Note: Courses in the Reading Specialist concentration are designed for practicing educators and are not open to students seeking a first teaching certificate (Teaching and Learning).

Admission Information

Admission Requirements

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of reference, one of which must be from persons familiar with your academic work
- One official transcript from each college or university attended
- Personal statement (see application for details)
- Resume
- Interview

Additional Requirements for Reading Specialist Concentration

- Valid Illinois Teaching Certificate
- Evidence of one year of successful teaching experience
- Evidence of adequate background for the program
- Evidence of Illinois Core Teaching, Language Arts, and Technology skills

Additional Requirements for Dual Certification Concentration

- Writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

Additional Requirements for the Special Education for Teachers Concentration

- Valid Illinois Teaching Certificate
- Evidence of adequate background for the program
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Takes initiative
- Is open to new ideas and engagement in learning
- Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Demonstrates consistent professional behavior across all academic settings
- Maintains appropriate interpersonal and professional boundaries
- Accepts personal responsibility for one's behavior
- Expresses feelings and opinions effectively and appropriately
- Upholds confidentiality

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.
Degree Requirements

Concentrations are available in Special Education of Teachers (Learning Behavior Specialist 1), Reading Specialist and Dual Certification.

Specific degree requirements are determined according to the Concentration chosen by the student. Please review the concentration requirements pages for more information.

Dual Certification Concentration

Course Requirements

Content Area Prerequisites

A transcript evaluation will be completed upon admission to the program. If deficiencies exist, they must be completed prior to student teaching.

- College coursework in Writing
- College coursework in Fine Arts or Literature
- College coursework in Mathematics
- College coursework in Science
- College coursework in American Government or U.S. History
- College coursework in Social Science

Pre-Education Introductory Core: 20 quarter hours required, grade of C or better required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- LSI 442 SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
- SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- SCG 408 EDUCATION AND SOCIETY
- T&L 409 PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS
- T&L 418 LEARNING THROUGH THE ARTS (FORMERLY CDG 418)

Advanced Standing

All Education students have a two stage admission process. Upon being admitted to the College of Education students begin as a Pre-Education Teacher Candidate. Requirements must be met to progress in the major and take courses in the Advanced Standing category:

- All students must complete specific requirements in order to take the Advanced Standing courses. Requirements include:
  - EDU 25 BASIC TECHNOLOGY LITERACY
  - Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
  - Cumulative GPA of 3.00
  - A minimum of 8 quarter hours completed at DePaul
  - Petition for Advanced Standing form

You can apply for advanced standing once you have completed the above requirements by submitting the Petition for Advanced Standing form.

Advanced Standing Courses: 48 quarter hours required, grade of C or better required
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements**

- Completion of all Content Area Prerequisites, Pre-Education, and Advanced Standing courses
- Overall cumulative G.P.A. of 3.00 or better
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area tests (see below)

**Clinical Requirements**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education.

**Student Teaching Timeline and Deadlines**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.

Academic requirements (above) due one quarter before expected quarter of student teaching.

Clinical requirements (above) are completed as course requirements. Field experience hours are entered by the student as the requirement is attached to coursework. Online Faculty Evaluations are entered by the instructor as attached to courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual school districts may have additional requirements (application, training, background check, etc.)

**Student Teaching: 12 quarter hours required, grade of B- or better required**

- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Winter Quarter)
- LSI 585 STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION (4 hours Spring Quarter)
- LSI 465 INDUCTION INTO THE FIELD OF EDUCATION (4 hours)
- LSI 96 FIELD EXPERIENCE FOR DUAL CERTIFICATION (indicates to ISBE that required field experience hours are complete) (non-credit, non-tuition)

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required**

- LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required.
**Consult the M.A. Thesis Handbook for additional information.**

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Dual Certification students must complete the following tests:

- **Test of Academic Proficiency (TAP) (test #400)** - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- **Elementary Content Area Test (test #110)** – assesses knowledge of the content of what is taught at the elementary level. Test is required before Student Teaching (deadlines apply).
- **LBS1 Content Area Test (test #155)** – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply).
- **Special Education General Curriculum Test (test #163)** – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required before Student Teaching (deadlines apply).
- **Assessment of Professional Teaching (APT) (test #104, grades K-12)** – assesses knowledge of teaching practice and classroom scenarios. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. 200 hours of non-paid pre-student teaching field experience are required. Special requirements include: regular and special education settings, experiences in inclusive settings, special education experiences at the high school level. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Reading Specialist Concentration**

**Course Requirements**

**Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required**

- **SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES**
- Choose one of the following:
  - **SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY**
  - **SCG 402 PSYCHOLOGY OF LEARNING**
  - **SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY**
  - **SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY**
  - **SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION**
- Choose one of the following:
  - **SCG 408 EDUCATION AND SOCIETY**
  - **SCG 409 SOCIOLOGY OF EDUCATION**
  - **SCG 411 PHILOSOPHY OF EDUCATION**

**Reading Specialist Core Courses: 28 quarter hours required, grade of C or better required**

- **LSI 430 INTRODUCTION TO ASSESSMENT OF READING AND LEARNING DISABILITIES**
- **LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I**
- **LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II**
- **LSI 433 DIAGNOSIS AND INTERVENTION FOR READING AND LEARNING DISABILITIES**
- **LSI 435 CURRICULUM, COLLABORATION, ADMINISTRATION AND SUPERVISION OF READING PROGRAMS**
- **LSI 437 LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN READING & LEARNING**
Practicum Courses: 12 quarter hours required, grade of C or better

- LSI 438 READING COMPREHENSION FOR STRUGGLING READERS: LITERATURE-BASED AND CONTENT AREA INSTRUCTION
- LSI 542 TESTING/DIAGNOSIS OF READING & LEARNING DISABILITIES: PRACTICUM I
- LSI 543 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES: PRACTICUM II
- LSI 544 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES: PRACTICUM III

Clinical Experience:

The program requires a minimum of 150 hours of clinical working with students with reading and learning disabilities. These hours are earned in the on-campus Family Lab in conjunction with LSI 542, LSI 543, and LSI 544. The Family Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

- LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

The Master’s Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Reading Specialist plus LBS1 option

Students admitted to the Reading Specialist program may elect to pursue the LBS1 endorsement. Students must complete four courses plus the LBS1 content area test (#155) in addition to the Reading Specialist program. These courses are:

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II

Students may take these courses concurrently with or at the end of the Reading Specialist program. Students must consult their Faculty Advisor if they elect to pursue the LBS1 option.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Reading Specialist students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math.
- Reading Specialist Content Area Test (test #176) – assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) – assesses knowledge of teaching practice and classroom scenarios.

Special Education for Teachers

Course Requirements

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better
required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- Choose one of the following:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- Choose one of the following:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Special Education Core Courses: 32 hours required, grade of B+ or better required

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II
- LSI 457 SEMINAR AND RESEARCH IN SPECIAL EDUCATION

Practicum Courses: 8 hours required, grade of B+ or better required

- LSI 552 PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES
- LSI 553 PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required to participate in each summer practicum.

Master of Arts (M.A.) Degree Requirements: 4 quarter hours, grade of C or better required

- LSI 549 THESIS RESEARCH IN SPECIALIZED INSTRUCTION (4 quarter hours)

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Master's students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math.
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) – assesses knowledge of teaching practice and classroom scenarios.
Leadership and Change Management (MBA)

The current environment requires managers who know what, how and why changes occur. More than ever, managers need to develop creative solutions to challenging problems in order to be competitive. The Leadership/Change Management concentration is designed to help managers overcome compartmentalized, functional decision making approaches as well as capitalize on innovative opportunities and address multidisciplinary problems that are inevitable in all businesses. It is also useful for those seeking a career in management consulting.

The program provides concrete knowledge and develops applicable skills in:

- Diagnosing problem areas and opportunities within your organization
- Implementing change models to increase organizational effectiveness
- Creating a vision for change
- Assessing yourself as a leader
- Applying creative principles to business problems
- Setting an innovative climate for performance
- Implementing successful quality management programs
- Negotiating effectively in situations at all levels
- Managing technology in competitive global environments

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.
Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:
- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.
Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

### MBA Core Requirements

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

### M.B.A. Options

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world's demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA programs.
concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

To complete the Leadership and Change Management Concentration students must complete a total of three courses.

- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MGT 535 CHANGE MANAGEMENT
- One from the following:
  - MGT 524 LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
  - MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
  - MGT 562 RESOLVING CONFLICT IN ORGANIZATIONS
  - MGT 573 CREATIVITY IN BUSINESS
  - MGT 589 COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
  - MGT 590 MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
  - MGT 598 PROJECT MANAGEMENT: SEMINAR IN OPERATIONS MANAGEMENT
  - MGT 798 SPECIAL TOPICS (When the topic pertains to Leadership and Change Management)
Leadership and Policy Studies (MS)

The Master of Science in Leadership and Policy Studies (LPS) emphasizes field-based learning in public service to develop effective leaders in nonprofit and government professions. Students will develop public policy and leadership skills in the community through the School of Public Service curriculum—every course in the degree program integrates field study. LPS stresses ethics, problem-solving and research skills, and the ability to implement public policy. Electives give students the option of comparing policy issues in other cities and internationally in SPS one-week intensive courses.

Admission Information

Requirements for Admission

To be eligible for the leadership and policy studies program, students must hold a bachelor's degree from a regionally accredited college or university. In addition, they must demonstrate, through past academic or professional work, a capacity for achievement.

To apply, please submit the following:

- A completed online application
- Official transcripts from all colleges and/or universities attended
- Two-page personal statement describing your educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance
- Current resume or curriculum vitae
- Qualified candidates will be selected for an admission interview with the leadership and policy studies program director.

Students educated outside the U.S. must present proof of English proficiency. A minimum TOEFL score of 590 (paper-based), 243 (computer-based), 96 (Internet-based) or a minimum 7.5 on the IELTS may be submitted for this requirement.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 quarter hours). Eleven course (44 quarter hours) of core coursework and two courses (8 quarter hours) of electives are required.

Core Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 542 POLICY DESIGN AND ANALYSIS
- MPS 543 POLICY IMPLEMENTATION IN A BUREAUCRATIC CONTEXT
- MPS 546 ADVOCACY AND LOBBYING
- MPS 563 LAW AND PUBLIC POLICY
- MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
Thesis Option

- MPS 598 THESIS

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 with MPS 598.

Elective Courses

Choose one from each of the following two groups:

Urban Analysis Group

- MPS 572 URBAN POVERTY SEMINAR
- MPS 573 URBAN AND COMMUNITY DEVELOPMENT

Comparative Policy Group (Study Abroad)

- MPS 511 SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS
- MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
- MPS 604 SPECIAL TOPICS: Comparative Field Study

Electronic Portfolio Requirement

Students are required to assemble an electronic portfolio that features notable papers and projects prepared in both required and elective courses. These portfolios, reviewed by a member of the faculty, provide an opportunity for the student to demonstrate expertise in a particular area of study while also supporting career goals.

Study Abroad Requirement

Students in the LPS program are required to take at least ONE course abroad. These unique one to two week study abroad trips allow both full-time and part-time students to participate.

Liberal Studies (MA)

The Master of Arts in Liberal Studies (MALS) program is a multidisciplinary approach to graduate education which emphasizes liberal education and enhanced intellectual skills that are valuable in a wide variety of careers. It is particularly designed for serious learners, or those who wish to become serious learners, from recent college graduates to men and women in later life.

The MALS program is grounded in a set of team-designed core courses. These courses establish the aims and themes of the program, orient the student to a multidisciplinary approach to graduate education, and develop in the student advanced learning skills. These are designed to foster academic rigor, intellectual adventure, and cultural breadth.

The other components of the program are electives and a variety of options for a culminating project. Electives are usually graduate and upper-level courses chosen from departmental offerings in the College of Liberal Arts and Sciences. Students select these courses with the aid of an advisor to build a program of study tailored to individual goals and interests. Included under electives are MALS special topics courses, which are especially well-suited to the needs of MALS students.

By about the midpoint of their studies (24-32 credit hours earned), students should begin discussing possible culminating project ideas with the director, associate director, or faculty advisor. The culminating project gives
MALS students the opportunity to demonstrate the intellectual and creative powers that they have developed over the course of graduate study. MALS students may choose from four options for program completion, allowing greater flexibility for students to pursue their studies. These four options may take the form of a thesis, a community-based or media project, an enhanced portfolio, or a specially selected exit course and paper.

The MALS program offers a number of concentrations, including: Standard, Executive/Leadership, and Women’s Studies. The Standard Concentration is based on a four-course core requirement, and may be tailored to the student’s interests. The Executive/Leadership and Women’s Studies Concentrations are based on a five-course core requirement and stipulate policies for elective selection. Program advising is available to help students choose a concentration. Each of the concentrations may be pursued with any of the four program completion options. The MALS program is jointly administered with the Master of Arts/Master of Science in Interdisciplinary Studies program.

**Admission Information**

**Admission Requirements**

For full admission, students must have the following:

- Bachelor’s degree from an accredited institution.
- Admission essay: this two-part essay describes why the student is considering the MALS program, how it fits into a process of personal and intellectual development, and what the student hopes to accomplish by enrolling in the program.
- A personal interview with the director or associate director of the MALS program may be required.
- Undergraduate transcripts GPA of 2.5 or higher. A GPA of 2.75 is required if the applicant has earned the undergraduate degree within the past five years.
- The programs may request letters of recommendation from previous graduate programs in which the applicants have been enrolled.

**Degree Requirements**

**Portfolio**

All students will keep a portfolio of significant work done for courses, such as final papers or special projects, with comments and grades from the professor. By the midpoint, there will be work from a total of at least three courses in the portfolio. At least two of the three pieces in the midpoint portfolio will be from the core courses. The third will be from an elective representing the student’s best work. At the culminating point there will be work from at least six courses represented in the portfolio, two pieces from the Core Courses and four from the electives, representing the student's best work.

**Midpoint Essay**

After completing the sixth course but before taking the ninth course, all students in both programs will write a 3-5 page essay examining their progress to that point, using as evidence work from the portfolio. The Midpoint Essay reflects on the student's intellectual growth, and suggests directions for the second half of the student's program.

**Culminating Point Essay**

All students in both programs (regardless of which final option they choose) will write an essay of 3-5 pages, reflecting on their intellectual growth in the second half of the program.
Course Work

- Completion of 48 or 52 quarter hours of graduate credit, depending on the concentration and completion option (thesis, practicum, enhanced portfolio or exit course) chosen by the student.
- Cumulative grade-point average of 2.5 in the core courses: Students who have not achieved a 2.5 in the core will be warned that they will probably have serious difficulties in the elective portion of the program, and may be advised to withdraw.
- Elective courses must be selected from at least two different departments in order to preserve the multidisciplinary character of the program.
- MALS students ordinarily take no more than four approved 300-level courses for MALS degree credit unless they have sought the approval of a MALS program advisor.

Program Completion (Capstone) Steps

All students must apply and be approved for the particular option they wish to use for program completion (thesis, practicum, enhanced portfolio, or exit course). This application will include the student's portfolio. The thesis and practicum options include a Formal Proposal. Approval of the proposal is necessary before the student undertakes this final stage of the program. Enrollment in MLS 499, the culminating project independent study course, takes place after approval of the proposal has been secured. If necessary, in lieu of an elective, students may enroll in MLS 498 INDEPENDENT STUDY: Thesis if they require an additional quarter of research and other preparation for MLS 499.

Both 498 and 499 are conducted as Independent Studies. Instructions for proposing and pursuing these are available with the Program. When the project is completed both the members of the committee and the MALS director sign a Culminating Project Completion Form, which can be found on the program's D2L site.

Program Completion (Capstone) Options

Thesis Option

In addition to the Culminating Point Essay and final portfolio submission, the student will write a paper of approximately 35-50 pages that includes 3-4 components or sections, one of which will be a research component and original exploration of the subject. (Other components might include a review of literature, a synthesis of earlier research, a reflection on various disciplinary and methodological approaches to the issue, suggestions for future research, etc.) The research component of the Master's Thesis involves reflection on primary research, or actual primary research combined with reflection on the primary research of others. The student is encouraged to make a public presentation about his or her thesis.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Practicum Option

In addition to the Culminating Point Essay and final portfolio submission, for the Practicum Option the student will create a project aimed at developing and executing a community-based intellectual or intellectual/creative activity. Examples are a public presentation as a lecture, in broadcast or print media, or on the web. Service learning projects are also encouraged. A 15-25 page descriptive/analytic essay documenting the project is also submitted. The student is encouraged to make a public presentation about his or her practicum in addition to the primary distribution of the project.

- Ordinarily taken as MLS 499 CAPSTONE, the student's 12th and final course.
- Requires minimum cumulative GPA of 3.3, evaluation of "satisfactory" on the Midpoint Portfolio, formal proposal, and approval of committee.

Enhanced Portfolio Option

In addition to the final portfolio submission, and a Culminating Point Essay based on portfolio pieces selected from at least three courses in the second half of the program, the distinctive feature of the Enhanced Portfolio option is the writing of a new extended expository essay of 12-15 pages. This is a paper on a topic of the student's own choosing that makes an argument. (Further information on this paper and the option is available from the program.)

- Ordinarily taken as MLS 499 CAPSTONE, the student's 13th and final course.
- Requires formal proposal and approval of committee.

Exit Course Option

In addition to the Culminating Point Essay and the final portfolio submission, the student proposes a particular
course over and above the original 12 courses. This course should be chosen as an "exit course," in that it brings together a number of areas of interest that the student has pursued over the course of the program. By arrangement with the instructor, the student uses the final paper or final project to make connections with the goals of his or her overall MALS or IDS Program. The instructor will grade the paper, and another reader suggested by the MALS or IDS program will also review and comment on the paper.

- Requires formal proposal and approval of committee.

**International Summer Programs at the University of Cambridge**

DePaul's Master of Arts in Liberal Studies program has established an arrangement with the University of Cambridge, England, for students who wish to include study abroad in their programs of study. Summer programs vary in length from three to six weeks. Variable graduate credit is offered up to a maximum of eight hours. Students make their own arrangements with the University of Cambridge and apply for transfer of credit after completing the courses. Students must make sure to follow the Cambridge procedures for "Evaluation and Credit" if they wish to transfer credit to the DePaul MALS Program.

**Program Time Limitation**

The MALS program is essentially self-paced. However, the university has set a four year limit for the completion of degree requirements. Extensions may be granted by the Dean in unusual circumstances upon the recommendation of the program’s director. Students must petition for such an extension in writing.

**Concentration Requirements**

**Standard Concentration**

- MLS 401 VISIONS OF THE SELF
- One course from the following list:
  - MLS 402 PERCEPTIONS OF REALITY
  - MLS 405 REPRESENTATIONS OF THE BODY
  - MLS 409 ENVIRONMENT AND SOCIETY
- MLS 403 THE AMERICAN EXPERIENCE
- MLS 404 THE CITY
- MLS 406 EXPLORING OTHER CULTURES
- or another graduate-level course dealing with a single non-Western culture
- Seven or eight elective courses, depending on program completion option. Choose from MALS special topics or graduate and upper-level courses with the aid of the student’s advisor.
- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen).

**Executive/Leadership Concentration**

- MLS 401 VISIONS OF THE SELF
- One course from the following list:
  - MLS 402 PERCEPTIONS OF REALITY
  - MLS 405 REPRESENTATIONS OF THE BODY
  - MLS 409 ENVIRONMENT AND SOCIETY
- MLS 403 THE AMERICAN EXPERIENCE
- MLS 404 THE CITY
- MLS 406 EXPLORING OTHER CULTURES
- or another graduate-level course dealing with a single non-Western culture
- MLS 442 ETHICS AND THE ECONOMY
- MLS 452 GREAT IDEAS, BUSINESS AND SOCIETY
- Six or seven elective courses, depending on program completion option. Choose from MALS special topics courses or graduate or upper-level courses with the aid of the student’s advisor. At least two electives should relate to business, the economy, or leadership in the non-profit sector.
- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen). The topic and content of the culminating project must deal with some aspect of leadership or an issue relating to business, government, or the non-profit sector.
In lieu of 442 and 452 students may select, with the permission of the director, two other graduate-level courses dealing with leadership issues.

**Women's and Gender Studies Concentration**

- MLS 401 VISIONS OF THE SELF
- MLS 405 REPRESENTATIONS OF THE BODY
- MLS 403 THE AMERICAN EXPERIENCE
  or MLS 404 THE CITY
- MLS 440 FEMINIST THEORIES
- MLS 441 WOMEN ACROSS CULTURES
- Six or seven elective courses, depending on program completion option. Chose from MALS special topics or graduate or upper-level courses with the aid of the student's advisor. Three of the six courses must meet the criteria of the Women's and Gender Studies concentration; that is, the topic, content, and approach to the course must be focused upon the study of women or gender relations. For example, MLS 445, MLS 467, MLS 474, MLS 477 and MLS 478 meet these criteria.
- MLS 499 CAPSTONE (or a designated exit course, if the Exit Course Option is chosen). The topic, content, and approach of the integrating project must be focused on the study of women or gender. A Women's Studies faculty member must advise the student throughout the project's development.

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**Student Handbook**

**Probation**

Students are expected to maintain a minimum grade point average (GPA) of 3.0. A GPA below 3.0 will result in the student being placed on warning status. If this status persists for two quarters, the student will be requested to leave the program. If he or she decides to remain in the program, the student will be placed on academic probation and be given one quarter to raise the GPA to 3.0. If the student's GPA falls to 2.5 or below, he or she will be immediately placed on academic probation and must raise the GPA to 3.0 in the next quarter or face dismissal from the program. If the GPA falls to 2.5 or below a second time the student will be dismissed from the program.

When a student is admitted to the MALS or IDS Program under the category of "Conditional Admission" he or she is considered under academic probation until the conditions are met. The conditions are usually that a student must earn a grade of B or higher in all courses taken during the first three quarters in the program. The student may request continued registration in the second and third quarters if the grades are not adequate in the first quarter. If the conditions of admission are not met by the third quarter, the student will be dismissed from the program. Other conditions may include the requirement to take certain courses, and the student must comply within the specified time period or face dismissal.

IDS students who select courses that are not on their approved List of Courses (LOC) may face warning after one quarter and probation after two quarters if they do not seek approval for their altered programs. The procedure for altering an approved List of Courses is found on the MALS and IDS Sharepoint site.

Students whose grades fall below the minimums described above will be considered in the categories of warning or probation whether or not the program administrators are aware of the student's grades. The program administrators may apply the categories of warning or probation retroactively if the student does not self-report his or her status. Students are required to seek advisement from program administrators when facing academic warning or probation. A student who does not contact program administrators about potential warning or probation status may face dismissal from the program.

**Dismissal**

In addition to the minimum GPA requirement, students may be dismissed for breaches of academic honesty or breaches of the code of student responsibility. MALS students may also face dismissal for failure to complete Core Courses with a grade of B or higher within the first half of their academic career. Students who have completed their coursework, but who are still working on their thesis, practicum or other capstone project must be enrolled in Candidacy Continuation (MLS 502) during the three quarters of the academic school year. After three consecutive terms of candidacy continuation, students should enroll in Active Status (MLS 501) if they still...
require time to complete their capstone. Failure to enroll in candidacy continuation or advanced status may result in dismissal from the program if the student has not formally withdrawn from the program.

Readmission

When a student has withdrawn from the program or has not been enrolled in classes for three or more quarters during the academic year, he or she must apply for readmission using the Readmission and Reclassification form available from the LAS Graduate website.

Transfer Credit

A student may apply to transfer up to three courses of graduate work from another accredited institution. The courses must be approved by the Program Director as part of the student's overall course of study for both MALS and IDS students. The courses must then be approved for transfer credit by the Office of Student Records.

Undergraduate Courses

Courses at the 200-level cannot be approved for graduate credit, even when a student needs to take such a course as preparation for more advanced work. Courses at the 300-level may be approved for graduate credit under the following circumstances: (1) The course is necessary as a part of the student's overall interdisciplinary program. (2) The department does not offer courses in the same area on the graduate level. (3) The student has arranged with the professor to enhance the course to graduate level by the addition or alteration of assignments, including the final project of the course. Unless approved by the Program Director, a student should take no more than four 300-level courses as part of his or her program.

Graduation Requirements

In order to graduate, students in the MALS and IDS Programs must complete the coursework specific to their programs (either 48 or 52 credit hours depending on capstone choice) with a minimum GPA of greater than 2.5, a midpoint and culminating point essay, the submission of an electronic portfolio of final and other projects from a minimum of six courses, and one of four capstone choices offered by the program. A full description of the requirements for the capstones, as well as further policies and procedures for both programs, are outlined in the documents found on the MALS and IDS SharePoint site under Program Documents. Students in the program are expected to be familiar with these policies and procedures and to comply with them.

Graduation with Distinction

In order to have the degree conferred with distinction, students in MALS and IDS completing their programs with a thesis or practicum capstone (48 credit hours) must earn a minimum cumulative GPA of 3.75, plus earn a designation of "distinction" on their thesis or practicum by their thesis advisor and at least one of the two readers on their committee. Thesis and practicum writers eligible for distinction are required to present their projects at a MALS/IDS event within three academic quarters of completion. Students in MALS and IDS completing their programs with an exit course or enhanced portfolio essay capstone (52 credit hours) must earn a minimum cumulative GPA of 3.85 in order to graduate with distinction.

Time Limit

Students are normally expected to complete the MALS or IDS Program within four academic years. During quarters in which no courses are taken, students are required to maintain active status in the program by registering for Candidacy Continuation or Active Status. Students who have not taken courses for three consecutive quarters during the regular academic year and have not registered for Candidacy Continuation or Active Status must apply for readmission using the Readmission and Reclassification form listed here.

Management Accounting (MBA)

The strategic importance of management accounting information is increasingly recognized in the fast-paced and globally competitive business environment. The information is used extensively as key decision-making criteria in leading organizations. The Management Accounting concentration is focused specifically on contemporary management accounting and financial decision making.

The program includes theory and concepts, advanced technical knowledge and skills, and familiarization with the
increasingly sophisticated tools and methodologies of the management accountant. The program is flexible enough to accommodate persons with previous accounting or business backgrounds as well as persons with non-business backgrounds. Students in the program are encouraged to apply for the CMA (Certified Management Accountant) examination.

Topics included in the Management Accounting concentration are those most prominent in today’s fast-paced and dynamically changing management environment:

- Activity Based Management
- Total Quality Improvement
- Continuous Quality Improvement
- Business Process Re-engineering
- Strategic Cost Management
- Value-adding Processes
- Benchmarking
- Financial Process Re-engineering
- Strategic Uses of IT
- Performance Measurement

Admission Information

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

DePaul University Winter/Spring 2013
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Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
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Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

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Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.
Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

- ACC 502 ADVANCED MANAGEMENT ACCOUNTING
- ACC 599 GRADUATE SEMINAR IN MANAGEMENT ACCOUNTING
  or SEV 621 STRATEGY EXECUTION
- Choose one from the following:
  - ACC 503 ACCOUNTING INFORMATION SYSTEMS AND AUDITING
  - ACC 535 ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)
  - ACC 576 FEDERAL TAX VALUATION
  - ACC 584 INCOME TAX AND BUSINESS DECISIONS
  - ACC 798 SPECIAL TOPICS

Information Systems (MBA)

The Information Systems (MIS) concentration covers essential information systems concepts and methods to prepare graduates for positions such as business analyst or project manager. Students learn how to analyze and define information systems requirements in various business situations and much like architects, let others build them. Students are not expected to have previous course work or experience with information systems. For students with previous IS experience, the curriculum can be customized in consultation with the Graduate IS Program Administrator for each degree candidate depending on experience, previous education, and preferred career path.
Two characteristics make the IS concentration unique: flexibility and technological currency.

Flexibility is achieved by program requirements that vary from student to student, and are determined personally for each degree candidate depending on experience, previous education, and preferred career path. Technological currency is achieved through close interaction with practice, and DePaul’s traditional responsiveness to student and industry needs.

Admission Information

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**Course Requirements**

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**Concentrations**

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**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements
To complete this concentration, students must take three graduate-level MIS courses. The following three courses are designed for students with no previous course work and experience in information systems.

- MIS 673 DATA MANAGEMENT
- MIS 674 SYSTEMS ANALYSIS AND DESIGN
- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS

Students may combine the MIS concentration with the three courses in IT Service Management concentration in preparation for a leadership role in information systems.

Marketing (MS)

The Master of Science in Marketing provides in-depth exposure to a wide range of topics in the field of marketing. The program is structured around concentrations within the degree in order to permit students a more focused inquiry into key topics of interest within the field of study.

Through the Master of Science in Marketing students acquire competencies in the areas of marketing strategy and tactics; business development; digital marketing, and global marketing techniques. The Master of Science in Marketing Graduates will be qualified to help develop effective marketing strategies based upon the analysis and interpretation of marketing data.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Marketing degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

The MS degree involves three stages: KGSB Core courses (4), Marketing Core courses (4), and Marketing Concentration courses (4). Four concentrations are available: Business Development, Global Marketing, Digital Marketing, as well as a general Marketing option. The different concentrations were chosen to reflect the areas in marketing with the highest hiring demand.
Admission Information

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Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute a transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
Degree Requirements

Course Requirements

KGSB Core courses

- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ACC 500 FINANCIAL ACCOUNTING
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR

Marketing Core courses

- MKT 525 MARKETING RESEARCH I
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 576 EFFECTIVE BUSINESS COMMUNICATION

Concentrations

Students must also choose and follow the requirements for one of the following concentrations: Business Development, Global Marketing, Digital Marketing, Marketing Management.

Additional Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the four required KGSB courses and four marketing core courses, or their substitutes as approved by the Chair of the Marketing Department: 32 quarter hours.
- Satisfactory completion of four elective courses to be selected from approved electives: 16 quarter hours.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years, a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Concentration Requirements

Business Development

- MKT 577 LEADING BUSINESS DEVELOPMENT
- MKT 578 SALES STRATEGY & TECHNOLOGY
- MKT 583 MONETIZING MARKETING STRATEGY
- MKT 540 STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS
  or MKT 798 SPECIAL TOPICS: SALES MANAGEMENT 2.0

Global Marketing

- IB 500 GLOBAL ECONOMY
- MKT 557 INTERNATIONAL MARKETING
- MKT 558 MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE
- MKT 583 MONETIZING MARKETING STRATEGY
Digital Marketing

- MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
- MKT 575 ADVERTISING AND SALES PROMOTION MANAGEMENT
- Choose one of the following:
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 798 SPECIAL TOPICS: SOCIAL MEDIA MARKETING
  - MKT 798 SPECIAL TOPICS: MULTICHANNEL MARKETING

Marketing Management

- MKT 545 CONSUMER BEHAVIOR
- MKT 583 MONETIZING MARKETING STRATEGY
- Any 2 marketing electives

Marketing Analysis (MS)

Through the Master of Science in Marketing Analysis students acquire competencies in the areas of marketing strategy and tactics; basic programming skills; knowledge of computer hardware and software; statistical training; and analyzing, interpreting, and applying data. Employers seek graduates of this program for positions in database marketing and e-business. They value the integration of marketing skills with technical expertise. Graduates will be qualified to help develop effective marketing strategies based upon the analysis and interpretation of marketing data.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Marketing Analysis degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

DePaul University’s Master of Science in Marketing Analysis will allow graduates to:

- Interface with both information systems and marketing departments.
- Understand the structure and use of databases.
- Create marketing strategies based upon high-level data interpretation.
- Analyze data to detect trends, exceptions, insights, and opportunities.

Admission Information

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.
Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree.
Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

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- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

Degree Requirements

Course Requirements

Students should have sufficient knowledge in calculus, statistics, programming, and mathematical sciences to enter the program. If students need to acquire some of these skills, one or more of the following courses will be recommended: GSB 420; MAT 135; MAT 137; MAT 140.

Students complete the MS in Marketing Analysis by taking seven required courses and five elective courses for a total of 12 courses.

Core Courses

- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MKT 525 MARKETING RESEARCH I
- MKT 526 MARKETING RESEARCH II
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 545 CONSUMER BEHAVIOR
Elective Courses

Students are to select two additional courses from marketing (MKT) and three courses from the Analytical Group for a total of five courses from the following list of approved electives. Please note that approved electives may have prerequisites that are not part of the M.S.M.A. curriculum and will not be waived.

Marketing Electives

- Choose two from the following:
  - MKT 528 QUALITATIVE RESEARCH METHODS
  - MKT 529 PRECISION MARKETING
  - MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
  - MKT 578 SALES STRATEGY & TECHNOLOGY
  - MKT 595 INTERNET AND INTERACTIVE MARKETING

The Analytical Group

- Choose three from the following:
  - ECO 798 SPECIAL TOPICS (when course has statistical orientation)
  - CSC 423 DATA ANALYSIS AND REGRESSION
  - CSC 424 ADVANCED DATA ANALYSIS
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE

Degree Requirements

- Satisfactory completion of the college residency requirement.
- Completion of the seven required courses, or their substitutes as approved by the Chair of the Marketing Department: 28 quarter hours.
- Completion of five elective courses to be selected from a list of 13 approved electives such that two are from marketing; two are from information systems; and one is from economics. 20 quarter hours.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree.

Marketing Management (MBA)

The Marketing Management concentration is designed to develop and sharpen skills in analysis, planning, and control of marketing activities. The concentration aims to provide students with the knowledge and skills to identify and develop programs and products that meet customer needs and to prepare students for assuming and successfully discharging managerial responsibilities in marketing or marketing-related positions within the firm.
Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

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For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:
- July 1st for the Autumn Quarter
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**Readmission**

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**Special Instructions for International Applicants**

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MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world's demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall
Concentration Requirements

Course Requirements

The concentration in Marketing Management requires that students complete a total of four courses as follows:

- MKT 525 MARKETING RESEARCH I
- MKT 545 CONSUMER BEHAVIOR
- Two additional graduate-level marketing courses not including MKT 555.

Students are encouraged to consult with department faculty for course recommendations.

Marketing Strategy and Planning (MBA)

The Marketing Strategy and Planning concentration is designed for students interested in participating in upper-level management decision-making. This concentration provides the skills and abilities needed to:

- Manage customers, product lines, and new product development.
- Understand the design and sustainability of innovative business models.
- Develop plans and systematic strategies to achieve firm objectives.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.
Graduate Management Admission Test (GMAT)

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Application Deadlines

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Course Requirements

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- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
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- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student's educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in
selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

Four courses are required to complete the Marketing Strategy and Planning concentration:

- MKT 535 MARKETING STRATEGIES AND PLANNING
- MKT 583 MONETIZING MARKETING STRATEGY
- MKT 540 STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS
- MKT 798 SPECIAL TOPICS- Pricing Strategy

Students are encouraged to consult with department faculty for related elective courses.
Mathematics Education (MA)

The purpose of the program leading to the degree of Master of Arts in Mathematics Education is to improve the quality of mathematics instruction in schools within the greater-Chicago area and to offer a response to the shortage of secondary school and junior college mathematics teachers. This six-quarter degree program is offered on an accelerated basis during intensive weekend sessions and may be taken while in-service at the rate of two courses per quarter. However, students may proceed through the program at a slower pace depending upon their individual needs. The emphasis in the program is on mathematical content, but significant amounts of time are spent on methods of incorporating new teaching strategies and technologies in the classroom. The program is directly tied to secondary and junior college curriculum needs and is directed toward previously or currently certified teachers with degrees in non-mathematics fields, to teachers with bachelor’s degrees in mathematics who wish to upgrade their command of the field, and to bachelor’s degree holders in other fields who wish to enter teaching.

Admission Information

This program is administered by the Department of Mathematical Sciences through the College of Science and Health. Details regarding admission requirements, course schedules, and so forth, can be found by contacting the Program Director in the Department of Mathematical Sciences. Registration for M.A. in Mathematics Education program courses is open only to students formally admitted into the program or to those students who have the written authorization from the Program Director.

Degree Requirements

Course Requirements

Choose twelve courses from the following list:

- MAT 609 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
- MAT 610 CALCULUS FOR MATHEMATICS TEACHERS I
- MAT 611 CALCULUS FOR MATHEMATICS TEACHERS II
- MAT 612 CALCULUS FOR MATHEMATICS TEACHERS III
- MAT 618 TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS
- MAT 620 GEOMETRY FOR MATHEMATICS TEACHERS
- MAT 631 HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING FOR MATHEMATICS TEACHERS
- MAT 640 MULTIVARIABLE CALCULUS FOR MATHEMATICS TEACHERS
- MAT 650 PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS I
- MAT 651 PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II
- MAT 660 DISCRETE STRUCTURES FOR MATHEMATICS TEACHERS
- MAT 670 ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS
- MAT 671 ABSTRACT AND LINEAR ALGEBRA FOR MATHEMATICS TEACHERS

Certain modifications may be made in consultation with and subject to the approval of the Program Director.
Media and Cinema Studies (MA)

The M.A. in Media and Cinema Studies at DePaul University provides students with the critical skills, historical grounding, and research methodologies for understanding the cultural and social impact of film, television and digital media in our globalized world.

Our graduate seminar classes investigate current media-related topics through interdisciplinary perspectives. Questions concerning national and transnational media, film and media histories, the impact and potential of new technologies, the power of audiovisual media in society, the role of media in the formation of identities, aesthetics and popular culture, are examined.

The program is designed for those seeking to prepare for a Ph.D. program or to further careers in the film, television and digital media fields.

There is also a five-year B.A./M.A. option for continuing DePaul students.

Admission Information

A bachelor’s degree from a regionally-accredited college or university, or equivalent, is required for admission to this program. To be admitted, applicants must demonstrate, through past academic or professional work, a capacity for achievement. The College of Communication looks at each application as a unique presentation of a candidate’s profile and will consider a variety of information sources. Admission decisions are based on the following:

- An official undergraduate transcript (minimum grade point average 3.0 on a 4-point scale).
- A completed application and application fee.
- A Statement of Purpose (750 words) explaining why the student is seeking admission to the program.
- A writing sample (a research paper that demonstrates the applicant’s ability to synthesize and analyze scholarly work or a work-related document that demonstrates the candidate’s engagement with media-related projects).
- Two letters of recommendation written by work supervisors and/or faculty members familiar with the applicant’s academic and/or professional achievements.
- A resume or curriculum vitae.
- GRE scores are not required, but may be submitted to strengthen an application.
- For students who completed their undergraduate education outside of the U.S. and who are not native speakers of English, a TOEFL score of 590 (paper-based) or 243 (computer-based) or 96 (internet test with no section scoring under 22) is also required.

Degree Requirements

Course Requirements

Students must complete 48 credit hours (12 four-credit courses), plus a Comprehensive Exam, a Thesis or a Project. Students must have a 3.7 GPA or above in the graduate program to be eligible to select the thesis or the project options for completing the M.A. degree. Students must maintain a 3.0 average in their graduate work to
remain in good standing. Students who drop below this average will be placed on academic probation and are expected to achieve the minimum requirement within two quarters. Failure to do so will result in dismissal from the program.

Core Courses

- MCS 501 FILM AND MEDIA THEORY
- MCS 502 MEDIA AND CULTURAL STUDIES
- MCS 504 HISTORIOGRAPHY AND RESEARCH

Elective Courses

Choose nine from the list below, one of which needs to be a production course

Critical Studies Electives

- MCS 520 TOPICS IN MEDIA STUDIES
- MCS 521 TOPICS IN CINEMA STUDIES
- MCS 522 TOPICS IN CINEMA/MEDIA HISTORY
- MCS 523 TOPICS IN GLOBAL FILM & MEDIA
- MCS 530 NEW MEDIA AND CULTURE
- MCS 533 LATIN AMERICAN CINEMA/MEDIA
- MCS 534 DOCUMENTARY STUDIES
- MCS 550 FANDOM AND ACTIVE AUDIENCES
- MCS 592 INDEPENDENT STUDY
- MCS 599 RESEARCH THESIS
- CMN 591 INTERNSHIP

Media Production Electives

- MCS 541 AUDIO DOCUMENTARY
- MCS 542 TOPICS IN PRODUCTION

Students must receive approval by the MCS program director to enroll in Media Production elective courses outside the College of Communication.

Note: With approval from MCS program director, students may take up to two courses not listed in the electives above from other graduate programs at the university to be counted as electives towards their degree.

Comprehensive Exam Option

Students take seven to eight critical studies electives and at least one and up to two media production electives. Students must complete a 4.5 hour in-class comprehensive exam.

Thesis Option

Students take six to seven critical studies electives, at least one and up to two media production electives, and one thesis course (MCS 599)

Project Option

Students take six to seven critical studies electives, at least one and up to two media production electives, and one project course (MCS 599).

- JOUR 504 BACKPACK REPORTING

Middle School Mathematics Education (MS)

The Middle School Mathematics Education (MSME) program strengthens teachers’ knowledge, understanding, skills, and judgment in order to increase student access to high quality mathematics instruction. The program will provide teachers with the deep knowledge and tools necessary to implement the Common Core State
Standards in Mathematics in their teaching. The Department of Mathematical Sciences in the College of Science and Health and the College of Education offer the program jointly. This program was designed collaboratively with practicing K-8 teachers, mathematicians, and mathematics educators and therefore addresses fundamental questions in both math content and pedagogy. The courses are taught by faculty with extensive experience in teacher preparation as well as the implementation of the CCSS-M. The goal of the program is that students taught by the program's graduates will be successful learners of mathematics, will value mathematics as a subject, and will achieve the learning goals of the CCSS-M. The program includes the courses required for the Algebra Initiative Program of CPS.

Admission Information

Admission Requirements

- Copy of valid elementary or secondary teaching certificate
- Two letters of recommendation: one from a colleague speaking to your ability to work with others, your work ethic, and your commitment to the goals of the program and one from a school or district administrator attesting to your ability as an educator.
- Statement of purpose that describes yourself as a mathematics learner and your long-term career goals. This statement should also describe two scenarios: one from your most and the other of your least effective mathematics teaching experiences. Discuss what happened to students in both cases.
- Resume showing evidence of adequate background for the program
- MSME Supplemental Application Form

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning.

Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students.

Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development.

Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.).

Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy.

Balances self-confidence and assertiveness with respect for others' perspectives.

Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved.

### Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website at: [http://education.depaul.edu/](http://education.depaul.edu/).

### Degree Requirements

Our twelve-course (48 quarter-hour) program is designed for teachers certified in grades K-8. The program will allow participants to meet the requirements for an endorsement in middle school mathematics. This is a cohort program with groups of teachers taking the same courses together in the same order. All courses are 4 credit hours.
hours and twelve courses are required.

Course Requirements

Required Courses: 48 quarter hours, grade of C or better required

- MAT 600 EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS
- MMT 401 FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL
- MAT 605 GEOMETRY FOR MIDDLE SCHOOL TEACHERS
- MMT 410 THE DEVELOPMENT OF MIDDLE SCHOOL MATHEMATICS LEARNERS
- MAT 622 ALGEBRA FOR MIDDLE SCHOOL TEACHERS I
- MAT 623 ALGEBRA FOR MIDDLE SCHOOL TEACHERS II
- MAT 624 FUNCTIONS AND MODELING
- MMT 430 APPLIED PROJECT IN MATHEMATICS EDUCATION
- MMT 420 TEACHING, LEARNING, AND ASSESSMENT OF MIDDLE SCHOOL MATHEMATICS
- MAT 649 DATA ANALYSIS AND PROBABILITY
- MAT 643 IDEAS OF CALCULUS IN THE MIDDLE SCHOOL CURRICULUM
- MAT 632 HISTORY AND CULTURAL FOUNDATIONS OF MATHEMATICS

Music Education (MM)

The graduate music education program offers certified music teachers the opportunity to earn a master's degree in a little over two years with courses in the evenings and summers. Educational theory and practice merge throughout course work, and students have the flexibility to select elective areas of study. The program culminates with a final paper or project, allowing students to research an area of special interest.

Admission Information

Admission

The first charter of DePaul University included a statement on nondiscrimination, and the policy has been enforced vigorously for over 114 years. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Procedures for Admission

Applicants for graduate admission should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website. Applicants to the master's degree program for music education must interview with the Music Education department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been
approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place at the beginning of the academic year.

**Certificate in Performance**

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-masters program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at www.depaul.edu. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants must taken an entrance audition, usually held in February of each year. Audition requirements are specified in the Admissions section on the School of Music website.

**Non-Degree Seeking Students**

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

**Student-At-Large**

DePaul School of Music does not normally admit applicants as students-at-large. A student completing a graduate program at another accredited institution may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a student-at-large.

**International Students**

All international students and any student who has been educated outside of the United States should complete the application requirements for their desired program (see above), submit their educational credentials to a third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is December 1. For further information on applying to DePaul School of Music as an international graduate student, please refer to the International Students section under Admissions on the School of Music website.

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may be considered for admission to the joint English Language Academy-School of Music program. (For further information on this program, students should contact the School of Music Admissions Office.) Those who request student visas also must show evidence of adequate financial support. A formal letter of admission and/or form 1-20 will be issued only after all admission requirements have been fulfilled.

**Diagnostic Examinations**

Students who have been admitted to the master’s degree program for composition, performance, jazz studies, and music education must take a diagnostic examination in musicianship studies. These examinations, taken during new student orientation, will be used to guide course placement and identify areas for additional studies.

**Degree Requirements**

**Course Requirements**

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master’s degree students, and courses in the specialization.

**Music Education Core (16 credits)**

- MUS 408 ANALYTICAL TECHNIQUES
  or COM 405 GRADUATE ANALYTICAL STUDIES
- Music History: Two courses from the following list
Music Education Specialization (20 credits)

- Music Education Seminars (Three courses)
  - MED 401 SEMINAR IN MUSIC EDUCATION I: PHILOSOPHY OF MUSIC EDUCATION
  - MED 402 SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING
  - MED 403 SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION
- MED 404 HISTORY OF MUSIC EDUCATION IN THE UNITED STATES
- MED 498 MASTERS CANDIDATE RESEARCH
- MED 492 TECHNIQUES OF RESEARCH IN MUSIC EDUCATION

Music Education Electives (12 credits)

- Students may take any 400 level courses within the School of Music, selected in consultation with their advisors.

Terminal Requirements

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- The completion of a final project.

Residency Requirements

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

The music education graduate program is designed to accommodate the schedule of working teachers, and students typically enroll part time for three summers and two intervening academic years. To earn full-time status, graduate students must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

Music Performance (MM)

The Master of Music in performance degree prepares students for professional music careers in a supportive, collegial environment. Graduate students study with highly celebrated performers, who are committed to teaching excellence. The graduate performance program consists of applied lessons, ensembles, core studies in music theory/history and research, and related studies. The Master of Music degree is a two year program.
Admission Information

Application Process

As a prospective graduate student, you must complete the following steps to apply to DePaul School of Music.

- Apply to DePaul by December 1
- Once your application to DePaul has been received, you will receive a confirmation letter stating that your application has arrived at our office. In addition to your application, you must submit three letters of recommendation and your undergraduate transcripts, no later than December 1st. Please have your letters of recommendation and transcripts mailed to DePaul School of Music, Music Admissions Office, 804 W. Belden Ave., Chicago, IL 60614.

Vocalists & Violinists

In addition to your online application, you must submit a pre-audition screening recording by December 1. Upon passing the pre-audition screening, you will receive a letter no later than December 20 inviting you to schedule your on-campus audition using your Campus Connection username and password.

All other Instrumentalists

Your online application is due by December 1. You will then receive a confirmation letter inviting you to schedule your on-campus audition by using your Campus Connection user name and password.

Degree Requirements

Course Requirements

A minimum of 48 quarter hours of graduate credit is required for the Master of Music degree. This total is divided between the basic studies required of all master's degree students, and courses in the specialization.

Music Performance Core (16 credits)

- MUS 408 ANALYTICAL TECHNIQUES
  or COM 405 GRADUATE ANALYTICAL STUDIES
- Music History: Two courses from the list below
  - JZZ 405 JAZZ HISTORY
  - JZZ 406 JAZZ STYLE AND ANALYSIS
  - MUS 420 HISTORY OF THE ORATORIO
  - MUS 435 18th & 19th WIND HISTORY AND LITERATURE
  - MUS 436 20th CENTURY WIND HISTORY AND LITERATURE
  - MUS 475 MEDIEVAL MUSIC
  - MUS 478 RENAISSANCE MUSIC
  - MUS 479 BAROQUE MUSIC
  - MUS 481 HISTORY OF OPERA
  - MUS 482 WORLD MUSIC CULTURES
  - MUS 484 CLASSICAL MUSIC
  - MUS 485 ROMANTIC MUSIC
Specializations

Brass Specialization (30 credits)

- Applied Brass Lessons
- APM 471 BRASS CONCEPTS
- APM 414 THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE
- APM 474 BRASS INSTRUMENT PERFORMANCE STYLE
- APM 472 ORCHESTRAL REPERTOIRE FOR BRASS
- Brass Electives
- Brass Ensemble Requirement
  - 6 Quarters of Large Ensemble
  - 6 Quarters of Chamber Music
- APM 405 GRADUATE RECITAL

Guitar Specialization (28 credits)

- Applied Guitar Lessons
- APM 486 STRING PEDAGOGY
- Guitar History and Literature
- APM 477 GUITAR HISTORY AND LITERATURE I
  - OR APM 478 GUITAR HISTORY AND LITERATURE II
  - OR APM 479 GUITAR HISTORY AND LITERATURE III
- Guitar Electives
- Guitar Ensemble Requirement
  - 6 Quarters of Guitar Ensemble
- APM 405 GRADUATE RECITAL

Percussion Specialization (26 credits)

- Applied Percussion Lessons
- APM 446 PERCUSSION PEDAGOGY
- Percussion Electives
- Percussion Ensemble Requirement
  - 3 Quarters of Large Ensemble
  - 3 Quarters of Percussion Ensemble
- APM 405 GRADUATE RECITAL

Piano Specialization (28 credits)

- Applied Piano Lessons
- APM 461 PIANO LITERATURE
- APM 442 ACCOMPANYING CLASS
- Piano Electives
- Piano Ensemble Requirement
  - 6 Quarters of Large Ensemble or Chamber Music
- APM 405 GRADUATE RECITAL

Strings Specialization (28 credits)

- Applied Strings Lessons
- APM 429 ORCHESTRAL REPERTOIRE FOR STRINGS
- APM 486 STRING PEDAGOGY
- Strings Electives
- Strings Ensemble Requirement
  - 6 Quarters of Large Ensemble
  - 6 Quarters of Chamber Music
- APM 405 GRADUATE RECITAL

Voice Specialization (30 credits)

- Applied Voice Lessons
- APM 400 OPERA WORKSHOP (2 credits)
- APM 453 ADVANCED TECHNIQUES OF THE MUSIC STAGE
- APM 496 VOICE PEDAGOGY
- Diction Proficiencies/Language Lab
  - APM 415 ITALIAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
  - APM 416 GERMAN DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
  - APM 417 FRENCH DICTION/LANGUAGE LAB FOR GRADUATE STUDENTS
- Voice Electives
- Voice Ensemble Requirement
  - 3 Quarters of Large Ensemble
  - 2 Quarters of Chamber Music
- APM 405 GRADUATE RECITAL

**Woodwinds Specialization (30 credits)**

- Applied Woodwinds Lessons
- APM 428 ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE
- APM 433 WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION
- APM 411 WOODWIND PEDAGOGY
- Woodwinds Electives
- Woodwinds Ensemble Requirement
  - 6 Quarters of Large Ensemble
  - 3 Quarters of Chamber Music
- APM 405 GRADUATE RECITAL

**Terminal Requirements**

Two terminal requirements are required of all students:

- A written comprehensive examination, in which the students must demonstrate a satisfactory knowledge of their major field of study. The comprehensive examination may be taken at any time after 32 quarter hours of graduate credit have been earned.
- The presentation of a public recital.

While preparation of the terminal requirement in the major may take place within some course or activity for which a student is registered for credit, additional academic credit is not granted for the project itself.

**Residency Requirements**

All courses for the master’s degree must be taken at DePaul University. Graduate credit for courses completed at other institutions may not be applied toward the degree.

To retain full-time status, a graduate student must be registered for a minimum of six quarter hours in any term. All requirements for the degree must be completed within six calendar years from the time a student is first enrolled. For students removing deficiencies, this period will begin when all deficiencies are removed and admission to the master’s degree program has been granted.

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**Network Engineering and Management (MS)**

The Master of Science in Network Engineering and Management trains professionals to meet current industry demands for innovative network designs, and the development of new network applications and services for business enterprises and the network providers that serve them. This program offers theoretical and applied study of the design, configuration and management of converged communication networks. Students completing this degree program have a thorough understanding of the technical and operational aspects of networks as well as the foundational theory of voice/data communications and network management.

After completing a common set of foundation courses, students can specialize in a variety of technical areas including network protocols, analysis, management, and security on both wired and wireless network infrastructures. Students can gain experience with network devices and servers in lab facilities focused on enterprise network, security, and multimedia network services. Through a combined emphasis on both theory and hands-on laboratory experiences, students gain expertise in a variety of specialized networking technologies,
including the Internet, private network, and local area network arenas. Students who do not already have
industry certifications in networking will also be guided by their faculty advisor through the process of selection
and testing to pursue these certifications after appropriate coursework has been completed. Students acquire a
broad range of skills including:

- A solid foundation in network design and operations
- A thorough understanding of security issues on both wired and wireless networks
- A comparative analysis of current carrier network service offerings, with an understanding of the service
  level vs. pricing tradeoffs inherent in each service
- A detailed understanding of the function, operations and management of network infrastructure
  components, including routers, switches, access points, and servers
- A strategic view of future networking trends in the Internet, wireless, security and local network services
  arenas

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site
under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

- TDC 405 VOICE AND DATA NETWORK FUNDAMENTALS
- TDC 411 INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
- TDC 413 INTRODUCTION TO LAN AND WAN

Foundation Courses

- TDC 460 FOUNDATIONS OF NETWORK TECHNOLOGIES
- TDC 463 COMPUTER NETWORKS AND DATA SYSTEMS
- TDC 464 CONVERGED MULTIMEDIA NETWORKS

By taking these courses and receiving a grade of B- or better in each, the student will have completed the
requirements of the Foundation Courses. If a student receives a grade below B- but better than or equal to C- for
a Foundation Course, the student is given an option to take a course-specific core competency exam to pass the
failed course. If the student fails the exam, the student must retake the failed course. The student can take an
exam only once for each failed course. There is no other core examination in the Foundation Courses.

Students in the Foundation Courses may register for a maximum of four Advanced Courses.

Advanced Courses

- TDC 477 NETWORK SECURITY
Major Elective Courses

Students must complete 3 TDC courses from the range TDC 430 to TDC 599. A minimum of 2 courses must be 500-level.

CDM Open Elective Courses

Students must complete 2 CDM Open Elective Courses. Open Elective Courses are in the range of 421-699 (excluding TDC 425) and must be from the College of CDM. Open Elective Courses must not have been otherwise used to satisfy degree requirements. Credit for courses taken outside of the school will only be given if approved by a faculty advisor. Any course required for the student’s concentration but taken as part of the requirements of another degree earned by the student may be waived, but cannot be used for Open Elective credit.

Capstone

- TDC 594 NETWORK CAPSTONE

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of B- or better in each foundation course. If a student receives a grade below B- but better than or equal to a C- for a foundation course, the student is given an option to take a course-specific core competency exam to pass the failed course. If the student fails the exam, the student must retake the failed course. The student can take an exam only once for each failed course.
- Earn a grade of C- or better in all courses beyond the introductory courses and foundation courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master’s degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

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

New Media Studies (MA)

New Media Studies is an interdisciplinary field that studies the processes and platforms through which digitally-encoded media (photographs, text, audio, film) operate and circulate. New media studies is also the study of how digitally-encoded media products are combined into "new" media forms, such as web sites, webcasts, interactive games, graphic designs, sales and technical information. The Master of Arts in New Media Studies combines critical interpretation and situated practical action in coursework to prepare its graduates to function as productive and responsible individuals in the evolving social contexts created by the new media.

The Master of Arts in New Media Studies will prepare students to engage the new media by building:

- The ability to gather, process, and communicate information on the Internet
- An understanding of the historic role of new media in shaping contemporary consciousness
- An ability to identify appropriate technologies to accomplish a specific communication need using the Web
and other online delivery systems
• An ability to edit and manage content for web sites and social media platforms
• An ability to apply rhetorically sophisticated strategies for writing, editing, and producing new media
  content
• A capacity to work well as part of a team charged with solving a communication problem using new media
  technologies
• An understanding of the relationship between "new" and "old" media
• An understanding of rhetoric and visual design—how visual, image-based communication differs from and
  interrelates with text- or language-based communication
• An understanding of the technical and practical logistics (planning, budgeting, scripting) of moving a
  project from idea to completion

The M.A. in New Media Studies is interdisciplinary in focus; although NMS is housed in Writing, Rhetoric, &
Discourse, students are encouraged to take courses from a wide variety of other units as well.

Admission Information

Admission Requirements

Students with bachelor’s degrees in any field will be considered for admission.

Applications must include:

• Undergraduate transcripts indicating a strong record of previous academic achievement
• A personal statement, from 300-500 words long, describing the applicant's objectives in applying to the
  New Media Studies program
• Two letters of recommendation, preferably from individuals able to reflect on the applicant's prior academic
  performance and potential for graduate study
• Optional supporting materials, such as a resume and/or examples of the applicant's work (e.g. a printed
  writing sample, a CD-ROM of digital design, a URL where work may be viewed online)
• Prospective students should begin the application process online at http://www.depaul.edu/admission-and-
  aid/types-of-admission/graduate-student/Pages/las.aspx

Degree Requirements

Course Requirements

Students complete 12 courses (48 credits) to graduate from the M.A. in NMS program. This program consists of
five courses and seven electives, which may be taken in NMS or a range of programs across the university.

Core Courses

• NMS 501 PROSEMINAR IN NEW MEDIA STUDIES
• NMS 502 NEW MEDIA, OLD MEDIA
• NMS 504 TEXT AND IMAGE
• NMS 505 WORKSHOP/PORTFOLIO SEMINAR
• NMS 508 DESIGN RHETORICS

The core provides the program with its unique identity. The Proseminar in New Media Studies, the program's
gateway course, introduces students to theories of new media and the particular way the field of new media
studies is framed by the program. NMS 502, 504, and 508 introduce students to three literacies that are crucial
to the study and production of new media. In New Media, Old Media, extensive reading in the history of media studies foregrounds the necessity of historical/critical literacy and introduces students to the invariable relationship between technology and human communication. The production and interpretation of symbols on two-dimensional surfaces—computer screens, for example—is the focus of Design Rhetorics. Text and Image explores the dynamics of meaning in environments where static, moving, and live images interact with text and audio. The core is completed with a "capstone" experience; students may choose to develop a group-based project or individual portfolio in the Workshop/Portfolio Seminar.

**Electives**

Seven courses are chosen by M.A. students from a wide range of courses offered by programs across the University. The electives provide an opportunity for students to focus on areas that best suit their professional and educational goals for the program. Some elective courses (for example, in Human Computer Interaction) have prerequisites that students must fulfill before taking those electives.

**Internships**

Internship opportunities may be pursued by students who wish to acquire significant on-the-job experience in the fields of publishing, professional writing, and related areas. A maximum of four quarter hours of NMS 506 INTERNSHIP, may be applied to the forty-eight quarter hours required for the degree.

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**Student Handbook**

**Probation**

To maintain good standing, students must complete at least two NMS courses within twelve months of their admission to the program. Students must also maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

**Dismissal**

A student may be dismissed from the program in any of the following cases: (1) failure to maintain a GPA above 3.0 for three consecutive quarters; (2) failure to meet with the program director before registering for classes while on academic probation; or (3) failure to complete at least two courses within sixteen months of admission to the program.

**Readmission**

If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal application process.

**Transfer Credit**

Students may transfer up to 12 credits (or three courses) of coursework taken in another program. The exact number of credits and courses that transfer will be determined by the program director. Grades transferred from other institutions do not calculate into the DePaul grade point average.

**Undergraduate Courses**

Students may count one four-credit undergraduate-level course toward the graduate degree, if the grade received in that course is B- or higher.

**Graduation Requirements**

In order to graduate from the program, students must complete all program requirements with a total of 48 credit hours (12 courses) and a minimum GPA of 2.8.
Graduation with Distinction

NMS students who complete their courses with a GPA of 3.85 or above will be awarded the designation of "Distinction." This honor will be announced at the graduation ceremony and recognized on the degree.

Time Limit

Students must complete the program within six years of their start date. Students who fail to complete the program within this timeframe must re-apply to the program.

Non-Degree-Seeking Students

All NMS courses, with permission of the Program Director, are open to non-degree-seeking students, with the exception of the following: NMS 501 and NMS 505.

Non-Profit Hospitality Leadership (MBA)

The purpose of this concentration is to provide students with the necessary knowledge to operate and lead various non-profit hospitality organizations or functions.

The realm of non-profit hospitality encompasses four primary domains:

- Social services such as soup kitchens, and overnight shelters for the homeless or battered women and children.
- Disaster relief efforts such as those provided by the Red Cross and FEMA during times of natural disasters and man-made catastrophe.
- Internally operated foodservice operations for corporations, prisons, schools and other institutions.
- Volunteer tourism where travelers use their time and labors to give back to society, perhaps through restoring a historical or cultural site, or helping others in less developed nations, etc.

Through the courses, the art and science of nonprofit management and accountability is explored. The focus is upon key factors that affect human behavior, the nature and purposes of leadership, and managerial roles in non-profit organizations. Non-profits are analyzed holistically, combining perspectives from law, governance, resource development, and financial concepts unique to the hospitality environment. Students learn through hands-on experiences of existing non-profit organizations and through the analysis of historical case studies.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.
Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree-seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree...
Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific
area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O’Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O’Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

- HSP 550 NON-PROFIT FOODSERVICE AND SHELTER MANAGEMENT
- HSP 551 NON-PROFIT EVENT MANAGEMENT
- MGT 595 SOCIAL ENTREPRENEURSHIP
Nonprofit Leadership (MNM)

The Master of Nonprofit Management (M.N.M) at DePaul University builds competencies in leadership, management, ethics and advocacy, reflecting the areas of study important to today’s nonprofit professional.

Integrating best practices in nonprofit management with DePaul’s rich, globally focused curriculum, the M.N.M. degree was designed specifically to correspond with the curriculum goals of the Nonprofit Academic Centers Council.

Admission Information

Admission Requirements

To be eligible for the nonprofit management program, students must hold a bachelor’s degree from a regionally accredited college or university. In addition, they must demonstrate, through past academic or professional work, a capacity for achievement.

- A completed online application
- Official transcripts from all colleges and/or universities attended
- Two-page personal statement describing your educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance
- Current resume or curriculum vitae

Students educated outside the U.S. must present proof of English proficiency. A minimum TOEFL score of 590 (paper-based), 243 (computer-based), 96 (Internet-based) or a minimum 7.5 on the IELTS may be submitted for this requirement.

Degree Requirements

Course Requirements

Students complete 13 courses (52 quarter hours). Eleven courses (44 quarter hours) of core course work and two courses (8 quarter hours) of electives are required.

Required Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 519 RESOURCE DEVELOPMENT
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 524 MARKETING FOR SERVICE ORGANIZATIONS
- MPS 546 ADVOCACY AND LOBBYING
- MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
Nursing (MS)

Designed for the college graduate who wants to become a registered nurse, the Master's Entry to Nursing Practice (MENP) program provides the advanced education for general professional nursing practice and eligibility for the RN licensure examination (NCLEX-RN).

Program Goals and Learning Outcomes

The purpose of the graduate generalist program in nursing is to prepare qualified individuals for:

- Licensure by examination (NCLEX-RN) required for entry into professional nursing practice
- Advanced professional practice and leadership in health promotion and illness care
- Collaboration and scholarship with others to meet the present and future health needs of society
- Community service for vulnerable populations in the Vincentian tradition
- Continuing academic and clinical education at the post-graduate and doctoral levels

The graduate of the program will:

- Analyze nursing concepts, theories, and research to design, implement, and evaluate family-centered and community-based models of professional nursing
- Develop a personal philosophy of professional nursing in the context of extant philosophies, nursing's history, and its evolution as a discipline
- Enhance the diversity and harmony of each unitary human being in mutual process with the environment
- Contribute to excellence in patient care and advances in nursing knowledge across the lifespan through advanced health assessment, evidence-based professional practice, systematic inquiry, planned innovation, and dissemination of information to consumer and professional audiences
- Assume a leadership role within the health team and the profession for safe, effective, and affordable health care with individuals, families, and communities
- Demonstrate autonomy, integrity, and social justice in professional nursing practice
- Analyze professional codes and standards as a basis for professional nursing practice and service to a multicultural society
- Use an analytical framework to evaluate information systems and technology in health care
Admission Information

For full admission, applicants must have the following:

- BS or BA degree from a regionally accredited institution
- Minimum GPA of 3.0/4.0 (baccalaureate OR graduate cumulative)
- Official GRE scores, minimum 153 on the verbal section, 144 on the quantitative section, and a 4.0 on the analytical section (Institution Code: 1165) if undergraduate GPA is below 3.2 (cumulative) on a 4.0 scale
- TOEFL of 590 (PBT) or 96 (iBT) if non-native English speaker
- Two courses of chemistry (organic and inorganic) with labs*
- Two courses of human anatomy/physiology with labs*
- Prerequisite Worksheet
- Personal Statement (1-2 pages)
- Online application and application fee
- Official transcripts from all colleges and universities you have attended
- Two letters of reference from former faculty or employer
- Curriculum Vitae or resume

*Please note that all prerequisite courses must include labs and have been completed within the last ten years with a grade of 'C' or better. All prerequisites must be completed before the start of term to which the student is applying. The prerequisite courses do not have to be completed before the application deadline. However, in some cases the applicant pool includes so many students who have completed all or most of their prerequisites that the available places in that cohort are filled by these students. In that case, qualified students with fewer prerequisite courses completed may be offered admission to the following term. If the admission review committee needs more information on an applicant whose prerequisites are not complete, they may defer making a decision on the application until the review period for the next available term. International students (those who were educated outside of the U.S. and/or require an F1 visa) must take additional steps to be considered for admission. Please visit the Office of Graduate Admission for more information.

Degree Requirements

Course Requirements

Level I (Basic Graduate Generic) - 35 credits

- NSG 301 INTRODUCTION TO THE ART AND SCIENCE OF NURSING I (5)
- NSG 302 INTRODUCTION TO THE ART & SCIENCE OF NURSING II (8)
- NSG 303 INTRODUCTION TO THE ART & SCIENCE OF NURSING III (8)
- NSG 307 ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH (6)
- NSG 322 BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY (4)
- NSG 332 PHYSICAL AND PSYCHOSOCIAL ASSESSMENT STRATEGIES (4)

Level II (Advanced Graduate Generic) – 40 credits

- NSG 431 HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES (4)
- NSG 440 MATERNAL HEALTH NURSING (6)
- NSG 441 INFANT, CHILD AND ADOLESCENT NURSING (6)
- NSG 442 COMMUNITY HEALTH NURSING (6)
- NSG 443 CLINICAL IMMERSION AND INTERNSHIP (6)
- NSG 445 NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP (4)
- NSG 472 CRITICAL CARE NURSING (8)

Level III (Graduate Core Courses) – 20 credits
Program Graduate Academic Student Handbook

A complete list of policies specific to the nursing programs of study is contained in the Nursing Student Handbook that is updated regularly on the website for the School of Nursing.

Probation

Graduate students must maintain a cumulative grade point average of at least 3.0 in all academic work at the University. Students who drop below the required cumulative GPA will be placed on probationary status. Graduate students who receive less than a B- in any nursing course are placed on probation for a minimum of one quarter.

Dismissal

Graduate students who receive more than one grade below a B- in any required nursing course or less than a C in any one required course will be dismissed from the program. A grade of C or better is required in all allied field course requirements. A student may withdraw from a core nursing course ‘not in good standing’ (with a second “C” or lower) only once during their program of study. A second such withdrawal will result in dismissal from the program. If a student fails to achieve the above criteria, that student is NOT eligible to continue in the program and will be dismissed. Students who have less than the required GPA for two quarters will be dismissed from the program.

Readmission

If a student leaves the program for any reason they must reapply to the program.

Transfer Credit

Graduate credit taken prior to enrolling at DePaul University may be eligible for transfer credit. Students who wish to have coursework evaluated by the department must submit a complete syllabus and other requested materials upon admission to the program. A maximum of three transfer courses from outside of the School of Nursing may be transferred to a School of Nursing program only with written permission of the director of the School of Nursing.

Undergraduate Credit

Students can earn graduate credit for some undergraduate courses and can also take graduate courses as an undergraduate which will apply to the undergrad and grad degrees. Check with your faculty advisor for details.

Graduation Requirements

A Master of Science degree in nursing requires a minimum of 48 credit hours. All of the programs require significantly more coursework beyond the minimum credit hour requirement. Students are held responsible for degree requirements as outlined in the university course catalog in effect at time of admission. The student is responsible for completing the application for degree conferral and commencement by the deadline posted in the
Graduate with Distinction

Graduation with distinction is awarded to students with a cumulative graduating GPA of at least a 3.75 for coursework applied toward a particular nursing degree or completion of a thesis “with distinction.”

Time Limit

The degree is expected to be completed in a maximum of six years.

Operations Management (MBA)

Operations Management deals with the value adding activities of the organization. Any operation that transforms input such as raw materials or human labor into outputs such as automobiles, mutual funds, portfolios, wireless phones or dinner at a restaurant, can be managed to achieve a better product or service. The concentration in Operations Management will teach you the fundamental principles of effectively managing the production of goods and services. The course sequence allows students to customize their individual track to focus on quality, technology or service management. Regardless of the track chosen, students will study the basic principles of effective management of operations and the methods employed by world class organizations. Graduates of the program have gone on to a variety of upper level management positions in both manufacturing and service organizations.

Completion of the concentration will provide students with the ability to

- Manage operations in a variety of organizations
- Formulate and implement effective operations strategy
- Manage processes to provide superior quality services and products
- Analyze and design superior business and transformation processes
- Guide large, multi-functional projects
- Lead the implementation of new technology and innovations
- Transform service businesses to provide superior operations

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited
enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

**Graduate Management Admission Test (GMAT)**

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

**Application Deadlines**

**For the day MBA program (Full-time):**

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

**Transcripts**

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.
Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor’s or master’s degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

MBA Core Requirements

Course Requirements

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the
area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

To complete the Operations Management concentration, students must complete three courses from among the following:

- MGT 501 STRATEGIC SUPPLY CHAIN MANAGEMENT
- MGT 506 DECISION MAKING FOR MANAGERS
- MGT 508 QUALITY MANAGEMENT SYSTEMS
- MGT 545 MANAGING SERVICE OPERATIONS
Organizational and Multicultural Communication (MA)

The Organizational and Multicultural Communication program offers three tracks: Organizational Communication, Multicultural Communication and Training and Development. Students also have the option of declaring a dual track by taking courses in two of the tracks listed above. The tracks share some common coursework, however, each track also has its own distinct focus.

The Organizational Communication track focuses on communication challenges specific to business and organizational settings. It helps students to understand and manage the broad communication processes within organizations while enabling them to develop their individual skills as communicators. This track will be of interest to professionals in profit and nonprofit settings, particularly those who manage employees or have responsibilities for personnel issues.

The Multicultural Communication track focuses on the dynamics of communication across cultures. It explores not only what happens when people of two different national cultures meet, but also what happens when people from a variety of cultures and ethnicities come together in one organization, community or country. This track will be of particular interest to those who work with international and multiethnic corporations and to public service personnel serving individuals from a variety of backgrounds and cultural traditions.

The Training and Development track provides students with a foundation in adult learning theory as well as theories of organizational change. Students learn how to conduct organizational communication assessments and design interventions to facilitate organizational problem-solving. Furthermore, students are taught how to design and implement training activities in organizational contexts. The track also provides opportunities for students to explore organizational diversity conceptually and as an ongoing influence on organizational communication processes.

Students may also elect to take a dual track of courses from two of the above tracks. This option may appeal to students interested in such areas as diversity in the workplace, international training and development, and communication education, and consulting. The Organizational and Multicultural program also provides a solid foundation for Ph.D. work in communication and related disciplines.

Admission Information

A bachelor’s degree from a regionally accredited college or university, or equivalent, is required for admission to the M.A. program. To be admitted, applicants must demonstrate, through past academic work, a capacity for achievement. The College of Communication looks at each application as a unique presentation of a candidate’s profile and will consider a variety of information sources. Admission decisions for the Organizational and Multicultural Communication program will be based on the following:

- An official undergraduate transcripts (minimum grade point average of 3.0 on a 4-point scale)
- Online application and application fee
- A writing sample (preferably a research paper that demonstrates the applicant’s ability to synthesize and criticize scholarly work)
- Four personal essays (see online application packet).
- Two current letters of recommendation written by faculty members and/or work supervisors familiar with the applicant’s academic and/or professional achievements.
- A professional resume
- GRE scores are not required, but may be submitted to strengthen an application.
- Conditional acceptance may require receiving a B or better in one or more of the following:
  - CMNS 501: Communication in Cultural Contexts – one of the core classes
  - CMNS 541: Organizational Communication and Culture – one of the core classes
An English language examination is required for applicants who have completed their undergraduate education outside the USA; a minimum TOEFL score of 96 (internet version) with each section score at 22 or higher; 243 (computer version) or 590 (paper version) is necessary for admission.

We currently admit students during Autumn, Winter, and Spring Quarters. The application deadline for Autumn Quarter is May 15. The application deadline for Winter Quarter is November 2. The application deadline for Spring Quarter is February 15. Applications received after these dates will be considered for the following quarter admission.

Degree Requirements

Course Requirements

The Master of Arts in Organizational and Multicultural Communication requires 12 courses—three core courses common to all tracks and seven courses in the student’s chosen concentration (organizational, multicultural, training and development or dual), two graduate electives inside or outside the program and a comprehensive final examination. Students who attain a 3.70 GPA or higher have the option to complete a culminating project or thesis rather than the 12th course and the comprehensive final exam.

Students must maintain a 3.0 average in their graduate work to remain in good standing. Students who drop below this average will be put on academic probation and expected to attain the minimum requirement within two quarters. Failure to do so will result in dismissal from the program. Students may take one or two courses per quarter to complete the program.

Core Courses

- CMNS 501 COMMUNICATION IN CULTURAL CONTEXTS
- CMNS 541 ORGANIZATIONAL COMMUNICATION AND CULTURE

Methods Requirement

Students choose one of the following:

- CMNS 581 QUALITATIVE RESEARCH METHODS
- CMNS 582 QUANTITATIVE RESEARCH METHODS

Track Courses

Students choose seven courses within their chosen track.

Organizational Track

- CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
- CMNS 526 COMMUNICATION IN ORGANIZATIONAL ASSIMILATION
- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 531 INSTRUCTIONAL DEVELOPMENT PRACTICUM
- CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
- CMNS 543 COMMUNICATION AND ORGANIZATIONAL CHANGE
- CMNS 544 POLITICS AND POWER IN ORGANIZATIONS
- CMNS 545 COMMUNICATION AND TECHNOLOGY
- CMNS 547 COMMUNICATION IN CUSTOMER SERVICE
- CMNS 548 TEAMS AND LEADERSHIP
- CMNS 549 SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- CMNS 552 STRATEGIC COMMUNICATION
- CMNS 590 COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Multicultural Track

- CMNS 502 INTERCULTURAL COMMUNICATION THEORIES
- CMNS 503 Communication and Cultures in Transition
- CMNS 504 LANGUAGE, THOUGHT AND CULTURE
- CMNS 509 SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION
- CMNS 521 LANGUAGE AND POWER
- CMNS 522 RHETORICAL CONSTRUCTIONS OF IDENTITY
- CMNS 523 GENDERED COMMUNICATION
- CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
- CMNS 526 COMMUNICATION IN ORGANIZATIONAL ASSIMILATION
- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 531 INSTRUCTIONAL DEVELOPMENT PRACTICUM
- CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- CMNS 561 INTERNATIONAL MEDIA
- CMNS 563 MULTICULTURAL MEDIA REPRESENTATIONS
- CMNS 590 COMMUNICATION WORKSHOP (VARIABLE TOPICS)
- CMN 591 INTERNSHIP

Training and Development Track

- CMNS 527 ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 531 INSTRUCTIONAL DEVELOPMENT PRACTICUM
- CMNS 532 INTRODUCTION TO TRAINING AND DEVELOPMENT (required course)
- CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
- CMNS 543 COMMUNICATION AND ORGANIZATIONAL CHANGE
- CMNS 548 TEAMS AND LEADERSHIP
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- CMNS 554 TECHNOLOGY & COMMUNICATION TRAINING STRATEGIES
- CMNS 555 ADULT LEARNING THEORIES AND STRATEGIES
- CMNS 556 INTERCULTURAL CONFLICT AND NEGOTIATION STRATEGIES
- CMNS 557 SPECIAL TOPICS IN TRAINING AND DEVELOPMENT
- CMNS 590 COMMUNICATION WORKSHOP (VARIABLE TOPICS)
- CMN 591 INTERNSHIP

Students electing the dual track take 3-4 courses in each of the two tracks they choose.

Graduate Electives

With the approval of the graduate program director, students can choose two relevant electives from other programs within CMN or from other departments outside of CMN.

Comprehensive Final Examination or Thesis

Students in the Master of Arts in Organizational and Multicultural Communication complete their degree requirements by writing a thesis or through completing a comprehensive final examination.

Organizational Diversity (MBA)

The concentration in Organizational Diversity is an interdisciplinary concentration bringing course offerings from the Driehaus College of Business and the College of Communication together in order to meet the professional needs of diversity practitioners and chief diversity officers. The organizational diversity concentration explores the many dimensions, policies, and procedures that encompass a strategic diversity initiative for organizations.
across sectors, including industry, not-for-profit and public policy organizations, government, health care organizations, education and more. The program is designed and delivered by practiced diversity professionals and scholars in the field of multicultural communication, organizational behavior, and strategic human resource management.

The concentration in Organizational Diversity will:

- Provide students with a foundation in organization diversity.
- Prepare students the foundation to develop comprehensive diversity initiative.
- Provide students with multiple opportunities to acquire knowledge, competencies, and skills related to effective diversity management.
- Provide students with the legal and ethical principles needed to be a diversity practitioner or a chief diversity officer.
- Teach students the principles needed to attract, hire, promote, and create a welcoming environment for diverse employees.
- Provide students the framework for developing diverse training and development programs that emphasize diversity competencies for all employees.
- Provide the skills for working in diverse teams, empowerment, and conflict resolution and negotiation.
- Prepare students to be able to implement change models to increase diversity in organizations, and demonstrate the applicability of core diversity concepts in various business functions including but not limited to human resources, supply chain management and sales/marketing.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):
Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
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- April 1st for the Summer Quarter

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Transcripts

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**MBA Core Requirements**

**Course Requirements**

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- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

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**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**
All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

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**Weekend M.B.A. at O'Hare Campus**

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

To complete a concentration in Organizational Diversity students must take three classes as outlined below:

- MGT 798 SPECIAL TOPICS: Management and Organizational Diversity
- CMNS 550 ORGANIZATIONAL DIVERSITY & LEADERSHIP
- Choose at least one from the following:
  - CMNS 525 COMPARATIVE MANAGEMENT COMMUNICATION
  - CMNS 542 MULTICULTURAL COMMUNICATION IN THE WORKPLACE
  - MGT 552 MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
  - MGT 798 SPECIAL TOPICS: Global Workforce Management

**Philosophy (MA)**

The department offers two distinct Master's degrees. The majority of students pursue the Master's as a step on the way to attaining a Ph.D. These students apply directly into the M.A./Ph.D. The department also offers a terminal Master's degree that is intended only for students who do not plan on pursuing a doctorate. Requirements are the same for the two programs.
Admission Information

For full admission, students must have the following:

- Bachelor’s degree in Philosophy or a related field, with evidence of excellent undergraduate performance.
- Satisfactory completion of a minimum of 44 quarter hours (or its equivalent) in a major sequence in philosophy. Students who did not major in philosophy may be admitted conditionally, with the requirement that they complete certain undergraduate courses or directed study before being fully admitted into the program.

All applicants must submit the following materials:

1. A completed University Graduate Application Form.
2. Official transcripts of all previous academic work.
3. Graduate Record Examination general aptitude scores (Verbal, Quantitative, & Analytical Writing): DePaul’s institution code is 1165.
4. Three letters of recommendation from professors familiar with the applicant’s work.
5. A personal statement indicating why the applicant desires to pursue graduate work in this program, including areas of proposed research.
6. A writing sample (e.g., a term paper, seminar paper, senior thesis, or M.A. thesis or portion thereof). A standard writing sample is 15-20 pages long (3750-5000 words).
7. Proof of English proficiency (required for all students educated outside of the U.S. at a non-English speaking institution). The minimum requirement is a TOEFL score of 80 (ibt) -- with all section scores at 17 or better -- or a 6.5 on the IELTS. The English program prefers to see scores of 96 (ibt) with all section scores at 22 or better -- or a 7.5 on the IELTS.*

Please note that if you wish to be considered for a Teaching Fellowship with tuition waivers and stipend, you must apply to the M.A./Ph.D. program (even if you do not yet have a M.A.). The M.A. program is a terminal degree program for which there is no funding available. Except under extraordinary circumstances, a student in the terminal M.A. program will not be considered for acceptance into the Ph.D. program.

Please see the department website for the application deadline.

Degree Requirements

Course Requirements

Of the 44 quarter hours of graduate philosophy courses numbered 400 and over (11 courses) required for the M.A. degree, 16 quarter hours (4 courses) must be taken in accordance with the following distribution requirements:

- Two History of Western Philosophy Courses
  - One in Ancient or Medieval: 4 quarter hours
  - One in Modern or Nineteenth Century: 4 quarter hours
- One Contemporary European Philosophy Course: 4 quarter hours
- One Normative Philosophy Course: 4 quarter hours

Course Distribution List

History of Western Philosophy - Ancient or Medieval

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 410 PLATO I
- PHL 411 PLATO II
- PHL 415 ARISTOTLE I
- PHL 416 ARISTOTLE II
- PHL 420 AUGUSTINE
• PHL 425 AQUINAS
• PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY

**History of Western Philosophy - Modern or Nineteenth Century**

• PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
• PHL 434 HOBBES
• PHL 435 DESCARTES
• PHL 436 MALEBRANCHE
• PHL 437 LOCKE
• PHL 438 LEIBNIZ
• PHL 440 SPINOZA
• PHL 441 ROUSSEAU
• PHL 445 HUME
• PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
• PHL 510 KANT I
• PHL 511 KANT II
• PHL 512 KANT III
• PHL 515 HEGEL I
• PHL 516 HEGEL II
• PHL 517 HOLDERLIN
• PHL 518 SCHELLING
• PHL 520 MARX I
• PHL 521 MARX II
• PHL 525 NIETZSCHE

**Contemporary European Philosophy**

• PHL 470 PHILOSOPHY OF WITTGENSTEIN
• PHL 535 HUSSERL I
• PHL 536 HUSSERL II
• PHL 550 HEIDEGGER I
• PHL 551 HEIDEGGER II
• PHL 552 HEIDEGGER III
• PHL 557 TOPICS IN CONTINENTAL PHILOSOPHY
• PHL 559 FOUCAULT
• PHL 560 THE PHILOSOPHY OF GABRIEL MARCEL
• PHL 561 LYOTARD
• PHL 565 MERLEAU-PONTY I
• PHL 566 MERLEAU-PONTY II
• PHL 570 SARTRE I
• PHL 571 SARTRE II
• PHL 575 RESPONSES TO SADE
• PHL 577 DERRIDA I
• PHL 578 DERRIDA II
• PHL 584 RICOEUR NARRATIVE
• PHL 585 RICOEUR
• PHL 586 METAPHOR AND POETIC LANGUAGE
• PHL 587 READING LEVINAS I
• PHL 588 READING LEVINAS II
• PHL 589 PHILOSOPHY, LITERATURE, COMMUNITY
• PHL 590 TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY

**Normative Philosophy**

• PHL 443 MEDICAL LEGAL ETHICS
• PHL 513 THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS I
• PHL 514 THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS II
• PHL 522 SOCIAL AND POLITICAL PHILOSOPHY
• PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS
• PHL 540 SCHELER I
• PHL 541 SCHELER II
• PHL 591 CRITICAL RACE THEORY
• PHL 601 SEMINAR ON AESTHETICS
• PHL 629 SEMINAR ON CONTEMPORARY PROBLEMS
• PHL 639 SEMINAR ON RAWLS, NOZICK, AND THE CONTRACTUAL TRADITION
• PHL 640 PROBLEMS IN ETHICS (CROSS-LISTED AS GSB 640)
• PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
• PHL 650 TOPICS IN RELIGIOUS ETHICS (CROSS-LISTED AS MLS 442 & GSB 650)
**File Paper Requirement**

Each year the full-time student will submit two file papers which will be kept in the student's ongoing portfolio. These papers will be read by a second member of the faculty who will judge whether the paper meets the standards of the graduate program. The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

**Foreign Language Requirement**

Competence in one of French, German, Latin, or Greek is required. On approval of the Graduate Affairs Committee competence in another language may be used to fulfill the language requirement if deemed appropriate to the research undertaken.

**Time Limitation**

From entrance into the M.A. program to completion of the degree, no more than six years.

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**Student Handbook**

**Probation and Dismissal**

The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

**Readmission**

Students can petition the Graduate Affairs Committee in the Philosophy Department for readmission. Petitions should be sent to the Director of Graduate Studies.

**Transfer Credit**

Ph.D. students may request to transfer up to 12 quarter hours either from courses taken while a non-degree-seeking student at DePaul or from other universities if they have already done graduate study elsewhere. M.A. students may request to transfer up to 8 quarter hours. These credits must not have been counted toward any other degree the student has received. In exceptional cases, the Graduate Affairs Committee may recommend to the Graduate School that more hours of transfer credit be allowed, but in no case more than 25% of the hours required for the DePaul degree.

**Non-Curricular Courses**

Ph.D. students may take up to three courses during their studies outside of the graduate offerings in Philosophy for credit towards Ph.D. course requirements (12 credit hours). These non-curricular courses may include graduate courses at other universities, graduate courses at DePaul in other fields relevant for student research, or 300 level undergraduate courses in Philosophy or in other fields relevant for student research. On rare occasions students may take independent studies with faculty members on topics that would not otherwise be offered as graduate courses. All such non-curricular courses must be approved by the Director of Graduate Studies. M.A. students cannot typically get credit for such non-curricular courses, but they can petition the Graduate Affairs Committee to have such a course count.
Time Limitations

For the M.A., from entrance into the program to completion of the degree, no more than six years. For the Ph.D., between admission to the program and admission to doctoral candidacy (ABD status), not more than four years; between admission to doctoral candidacy and the dissertation defense, not less than eight months, and not more than five years.

Philosophy (PhD)

The department offers courses, seminars, and dissertation direction culminating in the award of a Ph.D. in philosophy. While the program touches diverse areas of philosophy, its chief orientation is toward Continental Philosophy, with many members of the department concentrating on issues in ethics and values studies within this tradition or in relation to the broader philosophical tradition.

Admission Information

For full admission, students must have a Master of Arts degree in Philosophy or its satisfactory equivalent. Those applying with Master of Arts degrees from other institutions may be asked to redo their graduate level work at DePaul. Previous academic work must present clear evidence of the applicant’s ability to pursue successfully the doctoral program. All applicants must submit the following material:

For full admission, students must have the following:

- Bachelor’s degree in Philosophy or a related field, with evidence of excellent undergraduate performance.
- Satisfactory completion of a minimum of 44 quarter hours (or its equivalent) in a major sequence in philosophy. Students who did not major in philosophy may be admitted conditionally, with the requirement that they complete certain undergraduate courses or directed study before being fully admitted into the program.

All applicants must submit the following materials:

1. A completed University Graduate Application Form.
2. Official transcripts from all previous college course work.
3. Graduate Record Examination general aptitude scores (Verbal, Quantitative, & Analytical Writing): DePaul’s institution code is 1165.
4. Three letters of recommendation from professors familiar with the applicant’s work.
5. A personal statement indicating why the applicant desires to pursue graduate work in this program, including areas of proposed research.
6. A writing sample (e.g., a term paper, seminar paper, senior thesis, or M.A. thesis or portion thereof). A standard writing sample is 15-20 pages long (3750-5000 words).
7. Proof of English proficiency (required for all students educated outside of the U.S. at a non-English speaking institution). The minimum requirement is a TOEFL score of 80 (ibt) -- with all section scores at 17 or better -- or a 6.5 on the IELTS. The English program prefers to see scores of 96 (ibt) with all section scores at 22 or better – or a 7.5 on the IELTS.*

Please see the department website for the application deadline.
Degree Requirements

The following are the minimal degree requirements. Additional study may be required depending on the student’s academic background and his or her achievement in the program.

Course Requirements

A minimum of 112 quarter hours of post-baccalaureate credit, including:

- For students who completed an M.A. in Philosophy at DePaul
  - 68 quarter hours in addition to the 44 quarter hours of course work required for the M.A. at DePaul, to be comprised of:
    - 60 quarter hours of course work
    - PHL 697 GRADUATE TEACHING PRACTICUM
    - PHL 699 DISSERTATION RESEARCH
- For those given credit for an M.A. in philosophy from another institution
  - 80 quarter hours, to be comprised of:
    - 72 quarter hours of course work
    - PHL 697 GRADUATE TEACHING PRACTICUM
    - PHL 699 DISSERTATION RESEARCH

Of the 68 quarter hours (17 courses) required for the Ph.D., 16 quarter-hours (4 courses) must be taken in accordance with the following distribution requirements:

- Two History of Western Philosophy Courses
  - One in Ancient or Medieval: 4 quarter hours
  - One in Modern or Nineteenth Century: 4 quarter hours
- One Contemporary European Philosophy Course: 4 quarter hours
- One Normative Philosophy Course: 4 quarter hours

Course Distribution List

History of Western Philosophy - Ancient or Medieval

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 410 PLATO I
- PHL 411 PLATO II
- PHL 415 ARISTOTLE I
- PHL 416 ARISTOTLE II
- PHL 420 AUGUSTINE
- PHL 425 AQUINAS
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY

History of Western Philosophy - Modern or Nineteenth Century

- PHL 400 SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS
- PHL 434 HOBBES
- PHL 435 DESCARTES
- PHL 436 MALEBRANCHE
- PHL 437 LOCKE
- PHL 438 LEIBNIZ
- PHL 440 SPINOZA
- PHL 441 ROUSSEAU
- PHL 445 HUME
- PHL 500 SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
- PHL 510 KANT I
- PHL 511 KANT II
- PHL 512 KANT III
- PHL 515 HEGEL I
- PHL 516 HEGEL II
- PHL 517 HOLDERLIN
- PHL 518 SCHELLING
- PHL 520 MARX I
- PHL 521 MARX II
- PHL 525 NIETZSCHE
Contemporary European Philosophy

- PHL 470 PHILOSOPHY OF WITTGENSTEIN
- PHL 535 HUSSERL I
- PHL 536 HUSSERL II
- PHL 550 HEIDEGGER I
- PHL 551 HEIDEGGER II
- PHL 552 HEIDEGGER III
- PHL 557 TOPICS IN CONTINENTAL PHILOSOPHY
- PHL 559 FOUCAULT
- PHL 560 THE PHILOSOPHY OF GABRIEL MARCEL
- PHL 561 LYOTARD
- PHL 565 MERLEAU-PONTY I
- PHL 566 MERLEAU-PONTY II
- PHL 570 SARTRE I
- PHL 571 SARTRE II
- PHL 575 RESPONSES TO SADE
- PHL 577 DERRIDA I
- PHL 578 DERRIDA II
- PHL 584 RICOEUR NARRATIVE
- PHL 585 RICOEUR
- PHL 586 METAPHOR AND POETIC LANGUAGE
- PHL 587 READING LEVINAS I
- PHL 588 READING LEVINAS II
- PHL 589 PHILOSOPHY, LITERATURE, COMMUNITY
- PHL 590 TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY

Normative Philosophy

- PHL 443 MEDICAL LEGAL ETHICS
- PHL 513 THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS I
- PHL 514 THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS II
- PHL 522 SOCIAL AND POLITICAL PHILOSOPHY
- PHL 527 PHILOSOPHY, ETHICS, AND ECONOMICS
- PHL 540 SCHELER I
- PHL 541 SCHELER II
- PHL 591 CRITICAL RACE THEORY
- PHL 601 SEMINAR ON AESTHETICS
- PHL 629 SEMINAR ON CONTEMPORARY PROBLEMS
- PHL 639 SEMINAR ON RAWLS, NOZICK, AND THE CONTRACTUAL TRADITION
- GSB 640 PROBLEMS IN ETHICS: ISSUES IN BUSINESS (CROSS-LISTED AS PHL 640)
- PHL 641 SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
- GSB 650 PHL 650 TOPICS IN RELIGIOUS ETHICS (CROSS-LISTED AS MLS 442 & GSB 650)
- PHL 651 TOPICS IN BUSINESS ETHICS
- PHL 656 SEMINAR ON SOCIAL AND POLITICAL THOUGHT
- PHL 657 TOPICS IN SOCIAL AND POLITICAL THOUGHT
- PHL 660 SEMINAR IN FEMINIST ETHICS (CROSS-LISTED AS MLS 477/WMS 410)
- PHL 661 TOPICS IN FEMINIST THEORY

Residency Requirement

Three consecutive quarters of full-time residence, i.e., registration for eight credit hours each quarter.

File Paper Requirements

Until all course work is completed, students will be required to submit two file papers per year. These papers will be read by a second member of the faculty who will judge whether the papers meet the standards of the graduate program. The Graduate Affairs Committee will review every student's progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Foreign Language Requirements

Competence in two of French, German, Latin, or Greek are required. On approval of the Graduate Affairs Committee, competence in other languages may be used to fulfill the language requirements if deemed appropriate to the research undertaken.
Admission to Doctoral Candidacy

A student will be recommended to the graduate school for admission to doctoral candidacy when he or she has: 1) completed the residency requirement; 2) completed all course requirements (excluding PHL 699: Dissertation Research) and the submission of required file papers (which shall count as fulfilling the University’s qualifying examination requirement); 3) completed the foreign language requirements; 4) submitted a dissertation proposal (approximately 10-15 pages in length, including critical bibliography); and 5) successfully defended the dissertation proposal during a public oral defense before the dissertation committee.

Candidacy Continuation

Registration for PHL 701 Candidacy Continuation is required each quarter of the regular academic year between admission to candidacy and graduation. Permission of the dissertation director is required once each academic year for registration for Candidacy Continuation. The Dissertation Research course shall also count toward meeting this requirement. Completion of the doctoral dissertation, ordinarily of 200-275 pages, including scholarly apparatus, and a public oral defense of this work before the dissertation committee.

The dissertation committee will consist minimally of three members, including a director and two readers, all of whom must be permanent, full-time members of the DePaul Philosophy Department. Other members of DePaul faculties, or philosophers and scholars from outside the University, whose expertise is pertinent to the topic of the dissertation, may serve as extra readers upon the consent of the dissertation director and the Director of Graduate Studies.

Submission of a dissertation abstract of up to 350 words and filing of the completed final version of the dissertation with the Graduate Division by the required date prior to graduation.

Time Limitations

Between admission to the doctoral program and admission to doctoral candidacy: not more than four years; between admission to doctoral candidacy and the dissertation defense, not less than eight months, and not more than five years.

Student Handbook

Probation and Dismissal

The Graduate Affairs Committee will review every student’s progress toward the degree once a year, normally at the beginning of the Spring quarter. Students deemed not to be making satisfactory progress may be placed on probation or required to leave the program.

Readmission

Students can petition the Graduate Affairs Committee in the Philosophy Department for readmission. Petitions should be sent to the Director of Graduate Studies.

Transfer Credit

Ph.D. students may request to transfer up to 12 quarter hours either from courses taken while a non-degree-seeking student at DePaul or from other universities if they have already done graduate study elsewhere. M.A. students may request to transfer up to 8 quarter hours. These credits must not have been counted toward any other degree the student has received. In exceptional cases, the Graduate Affairs Committee may recommend to the Graduate School that more hours of transfer credit be allowed, but in no case more than 25% of the hours required for the DePaul degree.

Non-Curricular Courses

Ph.D. students may take up to three courses during their studies outside of the graduate offerings in Philosophy for credit towards Ph.D. course requirements (12 credit hours). These non-curricular courses may include graduate courses at other universities, graduate courses at DePaul in other fields relevant for student research, or 300 level undergraduate courses in Philosophy or in other fields relevant for student research. On rare occasions
students may take independent studies with faculty members on topics that would not otherwise be offered as graduate courses. All such non-curricular courses must be approved by the Director of Graduate Studies. M.A. students cannot typically get credit for such non-curricular courses, but they can petition the Graduate Affairs Committee to have such a course count.

**Time Limitations**

For the M.A., from entrance into the program to completion of the degree, no more than six years. For the Ph.D., between admission to the program and admission to doctoral candidacy (ABD status), not more than four years; between admission to doctoral candidacy and the dissertation defense, not less than eight months, and not more than five years.

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**Physics (MS)**

The Graduate Physics program is intended to serve the needs of students who wish to enhance their preparation for a doctoral degree in physics or applied science, students who wish to obtain a terminal masters degree in order to work in a physics or engineering related industry, and students who wish to enhance their teaching of physics at the secondary level. To fulfill these purposes, the department offers a degree program: Master of Science in Physics.

The M.S. in Physics program is built around a core of five graduate courses and a selection of applied courses in the faculty’s areas of expertise that are designed to tie into current areas of research and interest within both academia and industry.

In order to maximize the availability of our offerings, graduate courses in our program are taught in the evening.

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**Admission Information**

For full admission, students must have the following:

- Bachelor’s degree: satisfactory completion of a suitable program in physics or a closely related field. Candidates having a less extensive background in physics should consult with the chairperson of the departmental graduate committee about possible prerequisite(s) to graduate study.
- Two letters of recommendation are strongly recommended for all applicants and required for a graduate teaching assistantship.

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**Degree Requirements**

**Course Requirements**

**Core Requirements**

- PHY 411 ELECTRODYNAMICS I
- PHY 412 QUANTUM MECHANICS I
Thesis Requirement

A thesis based on independent research in theoretical or experimental physics is generally required. However, a review thesis reflecting study of a broad subject or development of an interdisciplinary, historical or educational theme is also acceptable with permission from the Graduate Committee.

As a rule, one course credit of 4 quarter-hours in PHY 480 THESIS RESEARCH is applicable to the thesis research. An additional PHY 480 THESIS RESEARCH course (4 credit hours) may be allowed with the written approval of the student’s faculty advisor. In no case will more than two PHY 480 THESIS RESEARCH courses (4 credit hours each) be applied toward the Master of Science degree.

Students are advanced to candidacy upon the written approval of their thesis proposal by the graduate committee, subject to the rules and conditions given below. An oral examination on the thesis is required, eligibility and rules are given below.

Thesis Procedures and Timelines

1. A committee with the advisor as Chair and two other members of the DePaul Physics department must be constituted three months prior to the M.S. Thesis Defense. Committee members (from outside the Physics Department, or outside DePaul) are allowed by permission of the Graduate Director, but cannot function as Committee Chairs.
2. A written report on the thesis project must be furnished to the Committee three months prior to the planned M.S. Thesis Defense. The written report should include: Title of the thesis project, abstract of the research, a 1-page update on what work has been accomplished so far, and what work remains to be done. The committee members reserve the right to meet with the student and seek clarification and information orally at this time.
3. Following submission of the written report described in (2) above, the committee members will sign the College of Science and Health’s (CSH) Approval of Proposal for Final Project form found on the website for the CSH’s Office of Advising and Student Services. A signature on this form does not constitute permission to defend in another three months, nor does it make any judgment in this regard. Instead, the signatures attest to the fact that the committee has been constituted, and that the committee members have received a written report on the thesis project described in (2) above from the student.
4. The signed CSH Approval of Proposal for Final Project form found on the website for the CSH’s Office of Advising and Student Services will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student the earliest date on which they are eligible to schedule a thesis defense if (5) and (6) below are satisfactorily fulfilled.
5. A written version of the thesis that is in reasonably final form must be furnished to all the three members of the committee by the student two weeks prior to the planned M.S. Thesis Defense. No exceptions will be granted on this rule.
6. Within a week of having received the thesis mentioned in (5) above, that is, one week prior to the planned thesis defense, all committee members must sign the Physics Department Approval of Scheduling of Thesis Defense form giving the student permission to proceed with the thesis defense. A signature on this form does not reflect a judgment on, or acceptance of, the thesis; it constitutes only an approval for the date of the defense. If the committee members feel that the student is not ready to defend, based on their reading of the thesis (which case may be either because the thesis is not written in a satisfactory manner, or because they feel more work needs to be done on the project), they can choose to withhold their signature; the committee member(s) withholding his/her signature(s) must provide a written explanation of why they did not sign, and what changes and corrections, if any, would be required to obtain their signature. This will automatically mean that the student cannot defend during the next week. In such a case, the cycle will start from (5) again, whenever the advisor and student feel they have addressed satisfactorily the concerns of their committee member(s).
7. The signed Physic Department Approval of Scheduling of Thesis Defense form will then be submitted to the Program Director who will, upon receipt of this form, make known to the thesis advisor and student

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the earliest date on which they are eligible to schedule a thesis defense.
8. Following the thesis defense, the committee members will render a decision as to the outcome of the defense in one of the two following ways:
   1. If they believe the student has satisfactorily defended his/her thesis and the thesis requires no modifications or only minor modifications, meaning that they wish to pass the student immediately, they will sign the CSH's Final Requirements Report form found on the website for the CSH's Office of Advising and Student Services.
   2. In all other cases, they will sign the Physics Department Interim Thesis Defense Report form. Further action will be determined by the actions recommended in this form.
9. The signed form (CSH Final Requirements Report or Physics Department Interim Thesis Defense Report) should be forwarded to the Program Director, the former for forwarding to the CSH's Office of Advising and Student Services, the latter for student file purposes.
10. If, at any time during this period, the student and/or advisor reconstitute a committee by changing the committee members, the process will restart from (1) above. The only exception to this rule will be if a committee member (but not the Committee Chair) takes an emergency leave of absence or is otherwise unable to discharge their duties, in which case the process may be allowed to restart from (5) above with permission from the Graduate Committee.

**Program Graduate Academic Student Handbook**

**Probation**

A graduate student in the Physics department is subject to probation as soon as his/her cumulative graduate GPA falls below 2.75. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her cumulative GPA to the required level of 2.75 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

**Dismissal**

A graduate student who is not making satisfactory progress toward the degree may be dismissed upon the recommendation of the Graduate Committee of the Physics Department. Instances of not making satisfactory progress toward the degree include being placed on probation for more than two consecutive quarters or four courses, whichever is later, failing grades in two or more graduate courses, or any other situation that has been deemed by a majority of the Graduate Committee to constitute an instance of not making satisfactory progress toward the degree.

**Readmission**

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the Dean of the College of Science and Health, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The Dean's decision, based upon the merits of the petition and the recommendation of the Graduate Committee of the Physics department, may, if favorable, stipulate conditions of reinstatement. The Dean has the discretion to reject the recommendation for reinstatement.

**Transfer Credit**

A maximum of three courses (12 quarter credit hours) may be transferred from another university or program, subject to the following: The determination of whether or not a particular course is deemed suitable for transfer will be made by the Program Director who may, at his/her discretion, consult the Graduate Committee for assistance in making this decision.

**Undergraduate Courses**

Students who are deemed to have inadequate undergraduate preparation in physics may be required to take undergraduate courses in Physics. Such courses will be specified by the Program Director in consultation with the Graduate Committee. A maximum of two such courses may be counted toward the graduate degree, but undergraduate courses cannot substitute for any required (core) courses in the graduate program.
Graduation Requirements

Requirements include, but are not limited to earning a minimum cumulative GPA of 2.0, completing a minimum of 44 quarter hours as eleven graduate courses, and completing and defending a thesis.

Thesis

A thesis based on independent research in theoretical or experimental physics is generally required. An oral examination on the thesis is also required. The thesis and the defense will be evaluated by a committee consisting of three faculty members from the Physics department at DePaul, who may judge the thesis and/or oral examination to be satisfactory or may require the student to submit changes to the thesis, and go through more cycles of oral examination. Committee members from outside the Physics department (whether DePaul faculty, or external to DePaul) are allowed only by consent of the Program Director.

Thesis Proposal

A proposal (minimum one page) stating the broad outlines of the project, and signed by both the thesis advisor (deemed Thesis Committee Chair) and the student must be completed per the schedule below. A copy of this signed proposal, together with a copy of the Approval of Proposal for Final Project must be kept on file in the Physics department for reference. The thesis advisor may, at his/her discretion, prepare a longer, more comprehensive proposal.

<table>
<thead>
<tr>
<th>Student plans oral defense of thesis no earlier than:</th>
<th>Student must submit Thesis Proposal no later than:</th>
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</thead>
<tbody>
<tr>
<td>Spring/Summer term of immediately following calendar year</td>
<td>Autumn term</td>
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<tr>
<td>Winter term of immediately following calendar year</td>
<td>Summer term</td>
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<td>Autumn term of immediately following calendar year</td>
<td>Winter term</td>
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</table>

The thesis proposal is a document that records the broad outline of the project only. The determination of when a student has completed the necessary work to be able to finish and defend the thesis will rest solely with the thesis advisor, and the thesis proposal cannot be used as a basis for determining the same. Changes to the thesis proposal may be carried out at the discretion of the thesis advisor. Changes proposed by the student will only be allowed if the thesis advisor agrees to make those changes.

Graduation with distinction

Graduating students will be deemed to have graduated with distinction if they earn a minimum cumulative GPA of 3.5 in coursework applied toward their graduate physics program and their thesis committee declares their project to have been completed with distinction (as evidenced by their signature on the Final Requirements Report form).

Predictive Analytics (MS)

The MS in Predictive Analytics program provides students with the knowledge and skills necessary to become successful professionals in the field of predictive analytics. The degree prepares students for a career as a data scientist, data miner or predictive modeler, a profession that is in high-demand and that offers many career opportunities. Graduates learn advanced statistical methods, data mining and machine learning techniques to extract meaningful information from vast amounts of data. Students gain practical experience in analytics by working on real data analysis projects sponsored by companies or as part of research projects, under the supervision of DePaul faculty. Students have the option to choose between two concentrations.
Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

Introductory Courses

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

Degree Requirements

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of B- or better in each introductory course of the designated degree program.
- Earn a grade of C- or better in all courses beyond the introductory courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of 52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.

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

Computational Methods Concentration

Course Requirements

The MS in Predictive Analytics - Computational Methods Concentration provides students with the knowledge and skills necessary to become successful professionals in the field of predictive analytics. The degree prepares students for a career as a data scientist, data miner or predictive modeler, a profession that is in high-demand and that offers many career opportunities. Graduates obtain the technical skills and the statistical and quantitative knowledge needed to manage and extract information from massive amounts of data. Students learn the newest
tools and techniques to mine big data, and to help companies make sense of their data. Students gain practical experience in analytics by working on real data analysis projects sponsored by companies or as part of research projects, under the supervision of DePaul faculty. This concentration is recommended for students with programming experience.

**Introductory Courses**

- IT 403 STATISTICS AND DATA ANALYSIS
- CSC 412 TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS
- CSC 401 INTRODUCTION TO PROGRAMMING

**Foundation Courses**

- CSC 451 DATABASE DESIGN
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES
- Choose 1 course in applied analytics from among:
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

**Advanced Courses**

- CSC 478 PROGRAMMING DATA MINING APPLICATIONS
- CSC 555 MINING BIG DATA
- CSC 529 ADVANCED DATA MINING
- Choose 1 course among the following:
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 578 NEURAL NETWORKS AND MACHINE LEARNING

**Elective Courses**

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CDM elective. ANI, DC, TV, and VFX courses do not qualify.
- Choose 2 courses from the following:
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 478 PROGRAMMING DATA MINING APPLICATIONS
  - CSC 529 ADVANCED DATA MINING
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 481 INTRODUCTION TO IMAGE PROCESSING
  - CSC 482 APPLIED IMAGE ANALYSIS
  - GPH 465 SURVEY OF VISUALIZATION APPLICATIONS
  - GPH 565 DESIGNING FOR VISUALIZATION
  - CSC 453 DATABASE TECHNOLOGIES
  - CSC 452 DATABASE PROGRAMMING
  - CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - CSC 598 TOPICS IN DATA ANALYSIS
  - IS 549 DATA WAREHOUSING AND DATA MINING
  - IS 574 BUSINESS INTELLIGENCE
  - IS 578 INFORMATION TECHNOLOGY CONSULTING

**Capstone**

- CSC 695 MASTER'S INDEPENDENT STUDY (1 - 4 CREDITS)
- or CSC 697 GRADUATE INTERNSHIP
Marketing Concentration

Course Requirements

The MS in Predictive Analytics - Marketing Concentration provides students with the quantitative knowledge and analytical skills necessary to become successful professionals in the field of predictive analytics. Students take courses in multivariate statistics, advanced data mining and machine learning together with courses in marketing analytics and customer relationship management to gain a deep understanding of the challenges and goals of business applications. The program teaches students the analytic skills that are needed to extract information from large amounts of data, to develop modeling solutions to support business decision making, and to present results effectively to a non-technical business audience. Students gain practical experience in analytics by working on real data analysis projects sponsored by companies or as part of research projects under the supervision of DePaul faculty. The degree prepares students for a career as a data scientist, data miner or predictive modeler.

Introductory Courses

- IT 403 STATISTICS AND DATA ANALYSIS
- CSC 412 TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS
- CSC 401 INTRODUCTION TO PROGRAMMING

Foundation Courses

- CSC 451 DATABASE DESIGN
- CSC 423 DATA ANALYSIS AND REGRESSION
- CSC 424 ADVANCED DATA ANALYSIS
- IS 567 KNOWLEDGE DISCOVERY TECHNOLOGIES
- Choose 1 course in applied analytics from among:
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL

Advanced Courses

- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
- MKT 534 ANALYTICAL TOOLS FOR MARKETERS
- Choose 1 course among the following:
  - MKT 529 PRECISION MARKETING
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 798 SPECIAL TOPICS*
  *Note MKT 798 must be approved by program coordinator.

Elective Courses

Students must take 3 graduate level elective courses in the areas of statistical modeling, data mining or database technologies according to the following rules:

- Students must take 1 500-level CDM elective. ANI, DC, TV, and VFX courses do not qualify.
- Students must take 2 courses among the following:
  - CSC 425 TIME SERIES ANALYSIS AND FORECASTING
  - ECT 584 WEB DATA MINING FOR BUSINESS INTELLIGENCE
  - CSC 495 SOCIAL NETWORK ANALYSIS
  - CSC 433 SCRIPTING FOR DATA ANALYSIS
  - CSC 478 PROGRAMMING DATA MINING APPLICATIONS
  - CSC 529 ADVANCED DATA MINING
  - CSC 575 INTELLIGENT INFORMATION RETRIEVAL
  - CSC 521 MONTE CARLO ALGORITHMS
  - CSC 481 INTRODUCTION TO IMAGE PROCESSING
  - CSC 482 APPLIED IMAGE ANALYSIS
  - GPH 465 SURVEY OF VISUALIZATION APPLICATIONS
  - GPH 565 DESIGNING FOR VISUALIZATION
  - CSC 453 DATABASE TECHNOLOGIES
  - CSC 452 DATABASE PROGRAMMING
  - CSC 543 SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS
Psychology (MS)

This program offers a terminal Master of Science degree which prepares the student for a range of occupations in business, government, and human services, but excludes the provision of clinical services. In addition, it provides the student with the basic knowledge and skills appropriate for a graduate education which may serve as a foundation for programs offering doctoral training.

The Master's program has two goals. The first is to provide the student with sufficient breadth in the methodology and content of psychology to demonstrate competence in two major areas: (1) Core areas of the discipline of psychology; and (2) Methods of the discipline of psychology. A second goal of the program is to provide the student with sufficient information and skills to apply the knowledge of the discipline competently in their daily lives and careers. This includes course work in the theory and techniques of the application of psychological principles, and also includes a thorough grounding in ethical and professional standards of psychologists. Although the program builds upon a core of basic courses, it provides some flexibility for students (with the approval of their advisors) to shape their course of study to fit special interests and needs.

Admission Information

The department accepts as graduate students only those who show definite promise for completing the requirements for this advanced degree. Preference is given to those applicants who have a well-balanced background of psychology courses and some background in science and mathematics. Students who do not have an undergraduate major in psychology but who otherwise satisfy the following requirements may apply.

Completeness of Credentials

Applications must be completed by May 1. Missing transcripts, letters of reference, etc., may cause an applicant to be rejected.

Grade Point Average

Satisfactory undergraduate scholastic average.

Undergraduate Preparation

A minimum of six courses in psychology, including a four quarter hour (three semester hour) elementary statistics course, as well as a course in research methods or experimental psychology. The student judged to be deficient in prerequisites will be required to take, without graduate credit, such courses as are necessary to remedy any deficiencies before entering graduate school.

Graduate Record Examination
Official results of the General test and the Subject test in Psychology.

**Letters of Recommendation**

The three required letters should be from persons who are in a position to evaluate the applicant's academic background and achievements.

**Personal Statement**

Including top two to three faculty choices clearly identified with area of interest

**Minority Status**

Applications from minority students are encouraged.

**Students with Disabilities**

Applications from students with disabilities are encouraged.

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**Degree Requirements**

**Course Requirements**

Formal requirements for the M.S. degree include satisfactory completion of 48 quarter hours and maintaining at least a 3.00 cumulative GPA.

**Core Courses (7 courses / 28 credit hours)**

- PSY 404 LEARNING AND COGNITIVE PROCESSES
- PSY 406 PHYSIOLOGICAL PROCESSES
- PSY 410 ADVANCED STATISTICS I
- PSY 411 ADVANCED STATISTICS II
- PSY 420 ADVANCED RESEARCH METHODOLOGY
- PSY 430 ADVANCED SOCIAL PSYCHOLOGY
- PSY 461 HISTORY AND SYSTEMS OF PSYCHOLOGY (unless waived by passing a special exam in this area or the equivalent undergraduate course)

**Diversity Core Courses (1 course / 4 credit hours)**

- One course from the following list:
  - PSY 345 CULTURAL ISSUES IN PSYCHOLOGY
  - PSY 520 PRINCIPLES OF HUMAN DIVERSITY
  - PSY 521 PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD (when taught by faculty)
  - PSY 561 ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED WITH MLS 478/WGS 470)
  - May substitute a non-psychology course with Program Director’s approval

**Quantitative Core Courses (1 course / 4 credit hours)**

- One course from the following list:
  - PSY 343 INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT
  - PSY 416 METHODS IN QUALITATIVE RESEARCH
  - PSY 418 MULTIVARIATE STATISTICAL ANALYSIS
  - PSY 419 FACTOR ANALYSIS AND PATH MODELING
  - PSY 422 COMPUTING FOR THE BEHAVIORAL SCIENTIST
  - PSY 450 PSYCHOLOGICAL MEASUREMENT
  - May substitute a non-psychology course with Program Director’s approval

**Graduate Capstone (1 course / 4 credit hours)**
Sample Psychology Elective Courses (2 courses / 8/ credit hours)

- PSY 354 COMMUNITY PSYCHOLOGY
- PSY 363 ALCOHOLISM, DRUG ADDICTION AND RECOVERY
- PSY 364 HEALTH PSYCHOLOGY AND STRESS MANAGEMENT
- PSY 402 PERCEPTUAL PROCESSES
- PSY 435 PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS
- PSY 439 ADVANCED DEVELOPMENTAL PSYCHOLOGY
- PSY 440 PSYCHOLOGY OF WORK AND MOTIVATION
- PSY 444 PERFORMANCE APPRAISAL
- PSY 473 THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING
- PSY 486 ADVANCED PSYCHOPATHOLOGY
- PSY 487 PSYCHOPATHOLOGY OF THE CHILD
- PSY 492 PRINCIPLES OF CONSULTATION
- PSY 493 ADVANCED COMMUNITY PSYCHOLOGY
- PSY 511 HEALTH PSYCHOLOGY
- PSY 555 SOCIAL AND EMOTIONAL DEVELOPMENT
- PSY 556 SEMINAR IN SOCIAL PSYCHOLOGY
- PSY 557 SEMINAR IN LEARNING AND COGNITIVE PROCESSES
- PSY 558 SEMINAR IN ADVANCED STATISTICS
- PSY 560 SOCIAL COGNITION
- PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
- Student may substitute a non-psychology graduate course, with Program Director’s approval

Additional Requirements

In addition, program requirements include two mechanisms for demonstrating successful completion of the program: 1) a traditional Master's thesis, perhaps involving an empirical study; or 2) a research study or program evaluation "Capstone" project based upon the student's internship or employment experience. Upon completion of course work, students are required to maintain active student registration status until graduation.

All degree requirements must be successfully completed within a six-year period of time.

Public Administration (MPA)

The Master of Public Administration (M.P.A.) at DePaul University is designed for government professionals or individuals wanting to transition into government careers. The degree equips students with broad public administration knowledge in government—local, federal and international.

The M.P.A. program offers three specializations: public management, international public management and metropolitan planning, and urban affairs.

This degree is accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

Mission Statement

The Master in Public Administration educates ethical leaders to work in local, state, and federal government. Through our cross-sectoral approach to learning, research, and service we help government leaders to connect domestic and global issues, alleviate poverty, and build responsive government. We promote compassion for marginalized communities and service to all people with accountability, justice, professionalism, sensitivity, and transparency.
Admission Information

Admission Requirements

To be eligible for the public administration program, students must hold a bachelor’s degree from a regionally accredited college or university. In addition, students must demonstrate, through past academic or professional work, a capacity for achievement.

To apply, please submit the following:

- A completed online application
- Official transcripts from all colleges and/or universities attended
- Two-page personal statement describing your educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance
- Current resume or curriculum vitae

Students educated outside the U.S. must present proof of English proficiency. A minimum TOEFL score of 590 (paper-based), 243 (computer-based), 96 (Internet-based) or a minimum 7.5 on the IELTS may be submitted for this requirement.

Degree Requirements

Course Requirements

Students complete a total of 13 courses (52 quarter hours). Ten courses (40 quarter hours) of core course work and three courses (12 quarter hours) in a specialization are required.

Core Courses

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 542 POLICY DESIGN AND ANALYSIS
- MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
- MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

Thesis Option

- MPS 598 THESIS

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 with MPS 598. To qualify for the thesis option students must take research sequence MPS 586/MPS 587.

Specialization

Students in this program are required to choose a three course specialization. Students interested in pursuing the online degree must choose the International Public Management Specialization.

Internship Requirement

Students are required to complete substantial professional experience in a government setting. Students with such experience may request a waiver by
submitting a letter describing the extent of their work in a government organization. Applicants without sufficient experience complete an internship.

Specialization Requirements

Public Management Specialization

For those who aspire to become city managers, chief administrative officers, department directors, and senior project managers, this specialization focuses on the roles, requirements, challenges, and processes of running a public organization. Students gain the knowledge and skills needed to work successfully with professional staff, an elected governing board, consultants, and the public in the implementation of broad policy decisions. Legal issues of interest to public managers are also included.

- MPS 526 LOCAL GOVERNMENT ADMINISTRATION
- MPS 560 ADMINISTRATIVE LAW
- One elective chosen from the following list
  - MPS 520 VALUES-CENTERED LEADERSHIP
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 543 POLICY IMPLEMENTATION IN A BUREAUCRATIC CONTEXT
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR

Metropolitan Planning and Urban Affairs Specialization

This specialization is for students wanting to work in land use, transportation, economic development, zoning, housing, and other areas of community development. Coursework emphasizes the technical skills of public administration and the tools of analyses and development as applied in a broad public setting. Students study best practices to illustrate the effectiveness of alternative designs and models.

- MPS 571 METROPOLITAN PLANNING
- MPS 573 URBAN AND COMMUNITY DEVELOPMENT
- One elective chosen from the following list
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 560 ADMINISTRATIVE LAW
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 604 SPECIAL TOPICS: GEOGRAPHIC INFORMATION SYSTEMS

International Public Management Specialization

Students intending to work in international organizations require a special understanding of how public and non-profit institutional structures and managerial processes vary around the world. This concentration emphasizes the interdependence of government and non-government organizations (NGOs), while addressing a variety of management, ethics, and policy issues.

- MPS 612 INTERNATIONAL POLITICAL ECONOMY
- MPS 616 INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT
- One elective chosen from the following list
  - MPS 511 SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - MPS 575 SEMINAR IN ADMINISTRATION/BRUSSELS
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
  - MPS 615 INTERCULTURAL COMMUNICATION IN ORGANIZATIONS
Students pursuing the online degree option must choose MPS 611.

Public Health (MPH)

The mission of the Master of Public Health Program is the preservation, enrichment, transmission, and application of interdisciplinary knowledge in public health that emphasizes social justice, service to vulnerable populations and excellence in public health practice.

The Master of Public Health Program is an interdisciplinary program in which students take classes based in a number of departments and programs throughout the University. These include: anthropology, applied statistics, biology, communication, environmental sciences, law, nursing, psychology, public services, social work and sociology. The interdisciplinary program has one focus—community health practice.

The MPH program requires completion of 56 credit hours. All courses are offered during the evening. The program is designed as a cohort program based on fifteen required MPH courses and one elective course. The course offerings are scheduled so that a student could complete the program over a two year, three year, or four year period. During the final year, regardless of the number of years it takes the student to complete the program, the student is expected to gain practical experience working in the field and completing a field based final project.

Admission Information

Students applying to this program are required to:

- Possess a bachelor’s degree from an accredited college or university. A GPA of 3.0 or above (on a 4 point scale) is recommended, but not required for admission.
- Submit Graduate Record Examinations® (GRE®) General Test scores if their GPA falls below 3.0. Medical College Admission Test (MCAT), Dental Admission Test (DAT), or Pharmacology College Admission Test (PCAT) scores may be substituted for GRE scores (Institution Code: 1165).
- Submit a 1-2 page personal statement that describes the applicant’s prior/current experiences related to the public health field and explains the applicant’s desire to earn a master’s degree in public health. The DePaul University Master of Public Health Program is a rigorous, professional graduate program. The personal statement should also address how applicants plan to integrate the necessary time commitments of this program with one’s existing professional and/or personal duties and responsibilities.
- Submit a current résumé or curriculum vitae.
- Have successfully completed one (1) semester of an introductory biology course OR two (2) trimesters or quarter classes of introductory biology courses.
- Have successfully completed an introductory level statistics course.
- Submit a TOEFL score if they are a foreign student for whom English is a second language. DePaul will consider applicants who receive a score 96 or higher on the new internet-Based Test (iBT) test—590 or higher on the traditional Paper-Based Test (PBT/ITP) or 243 on the Computer Based Test (CBT). TOEFL scores are good for only two years.
- Take additional steps to be considered for admission if they are international students (those who were educated outside of the U.S. and/or require an F1 visa).
Degree Requirements

Course Requirements

- MPH 501 INTRODUCTION TO PUBLIC HEALTH CONCEPTS AND PRACTICES
- MPH 502 INTRODUCTION TO EPIDEMIOLOGY
- MPH 511 HEALTH AND BEHAVIOR THEORIES AND COMMUNITY INTERVENTION (CROSS-LISTED WITH PSY 511)
- MPH 503 INTRODUCTION TO ENVIRONMENTAL HEALTH
- MPH 541 APPLIED STATISTICS FOR PUBLIC HEALTH / MAT 441 APPLIED STATISTICS I
- MPH 512 APPLIED COMMUNITY PUBLIC HEALTH RESEARCH METHODS
- MPH 522 PROGRAM DEVELOPMENT IN COMMUNITY HEALTH
- MPH 525 PROGRAM EVALUATION IN COMMUNITY HEALTH
- MPH 513 PRINCIPLES OF PUBLIC HEALTH ADMINISTRATION
- MPH 515 PUBLIC HEALTH ETHICS AND POLICY
- MPH 602 COMMUNITY HEALTH ASSESSMENT
- MPH 603 APPLIED COMMUNITY HEALTH INTERVENTIONS
- MPH 604 CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH PRACTICE
- MPH 600 PREPARATION FOR PUBLIC HEALTH PRACTICE (0 credit course)
- MPH 699 COMMUNITY PUBLIC HEALTH PRACTICUM (0 credit course)
- One (4 credit) Elective Course Students are encouraged to select an elective course that is aligned with their interests and career objectives. Students are required to write a brief statement explaining why they are choosing to enroll in a particular elective course and submit that statement to the academic advisor. (4 credits)

Public Relations and Advertising (MA)

The M.A. in Public Relations and Advertising equips students with the expertise and skills necessary to strategically manage an organization’s communication with its publics. The public relations component stresses counseling and relationship management, while advertising combines the management and creative aspects of persuasive communication. The development, implementation and evaluation of research-based programs and campaigns are emphasized throughout the curriculum. Students who complete this course of study gain an understanding of the key principles and theories of public relations and advertising and an appreciation for the ethical requirements of responsible practice in these media-related fields. Additionally, the program offers skills-based training in such areas as speechwriting, media relations, crisis management and creative strategies. Most graduates of this program are industry-bound for successful careers in business, government, non-profit organizations and/or associations.

Admission Information

A bachelor’s degree, or equivalent, is required for admission to this program. To be admitted, applicants must demonstrate, through past academic or professional work, a capacity for achievement. The College of Communication looks at each application as a unique presentation of a candidate's profile and will consider a variety of information sources. Admission decisions are based on the following:

- One official undergraduate transcript (minimum grade point average 3.0 on a 4-point scale).
- Online application form and fee.
Graduate Record Exam (GRE) scores in verbal, quantitative, and analytical writing.
Professional resume.
Two writing samples that demonstrate an applicant’s ability to communicate clearly and concisely with a variety of audiences. One wro
Applicant responses to four personal essay questions.
Three recommendation forms, along with current letters of recommendation, written by faculty members and/or work supervisors familiar with the applicant's academic and/or professional achievements.
The graduate program director and/or the admission committee may request an interview.

An English language examination is required for applicants who have completed their undergraduate education outside the USA; a minimum TOEFL paper-based score of 590 (or 243 computer-based or 96 for an Internet test with no section under 22) is necessary for admission.

Priority consideration is given to applicants who submit application materials by March 15 for Fall admission and October 1 for Winter admission. Applications received after the deadline will be considered on a space available basis. New students begin the program in the Fall Quarter or Winter Quarter only.

Degree Requirements

Course Requirements

The Master of Arts in Public Relations and Advertising requires 12 courses and a degree completion requirement. Coursework includes four core courses that are common to the study of public relations and advertising, six PRAD elective courses and two electives. The options for degree completion are the professional project, e-portfolio, or research thesis. If the student chooses the thesis or project option, he/she must take PRAD 599 as an elective.

Core Courses

- PRAD 553 ADVERTISING
- PRAD 555 PUBLIC RELATIONS
- PRAD 575 COMMUNICATION LAW AND ETHICS
- PRAD 585 RESEARCH METHODS FOR THE COMMUNICATION PROFESSIONAL

PRAD Elective Courses

Students choose six courses from the following list

- PRAD 505 CRITICAL PERSPECTIVES ON PUBLIC RELATIONS AND ADVERTISING
- PRAD 510 SPEECH WRITING AND PRESENTATION
- PRAD 514 CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING
- PRAD 515 PUBLIC RELATIONS WRITING
- PRAD 530 PUBLIC RELATIONS AND ADVERTISING AGENCY MANAGEMENT
- PRAD 535 PUBLIC RELATIONS IN HEALTH CARE
- PRAD 540 CRISIS COMMUNICATION MANAGEMENT
- PRAD 550 INTEGRATED COMMUNICATION CAMPAIGNS
- PRAD 551 ADVERTISING AND COPYWRITING
- PRAD 554 CREATIVE PROCESSES
- PRAD 556 STRATEGIC PLANNING IN PUBLIC RELATIONS
- PRAD 557 ADVERTISING COMMUNICATION STRATEGY
- PRAD 560 POLITICAL AND GOVERNMENT PUBLIC RELATIONS
- PRAD 562 MEDIA RELATIONS
- PRAD 563 MEDIA PLANNING
- PRAD 564 CORPORATE COMMUNICATION
- PRAD 590 PUBLIC RELATION & ADVERTISING WORKSHOP (Topics vary) (2 credit course)
- PRAD 595 SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
- PRAD 597 COLLOQUIUM ON PUBLIC RELATIONS AND ADVERTISING
- PRAD 599 RESEARCH THESIS
- CMN 591 INTERNSHIP
Additional Electives

Students choose two additional elective courses. With approval from the graduate program director, these courses can be PRAD electives, relevant courses from other CMN graduate programs, or relevant graduate courses from outside CMN.

Grade and Completion Requirements

Admitted students must maintain a 3.0 average in their graduate work to remain in good standing. Students who drop below this average will be put on academic probation and expected to achieve the minimum requirement in two quarters. Failure to do so will result in dismissal from the program. In addition, if a student is admitted conditionally, he or she must receive a 3.0 or higher in each of the first four courses taken in the program. Failure to do so will result in immediate dismissal. Conditionally admitted students will be dismissed immediately if they do not meet the conditions of their admission.

Public Service Management (MS)

The Master of Science in public service management at DePaul University offers students a broad-based education with which they can pursue careers in fund raising and philanthropy, health care administration, higher education administration, metropolitan planning and urban affairs, nonprofit administration and public policy.

The degree offers four concentrations: health care administration, higher education administration, and metropolitan planning and urban affairs. Students also can pursue a standard concentration.

This degree is accredited by National Association of Schools of Public Affairs and Administration (NASPAA).

Admission Information

Admission Requirements

To be eligible for the public administration program, students must hold a bachelor’s degree from a regionally accredited college or university. In addition, students must demonstrate, through past academic or professional work, a capacity for achievement.

- A completed online application
- Official transcripts from all colleges or universities attended
- Two-page personal statement describing educational and career goals, relevant work or volunteer experience, and any special circumstances affecting past or prospective academic performance
- Current resume or curriculum vitae

Students educated outside the U.S. must present proof of English proficiency. A minimum TOEFL score of 590 (paper-based), 243 (computer-based), 96 (Internet-based) or a minimum 7.5 on the IELTS may be submitted for this requirement.
Degree Requirements

Course Requirements

- MPS 500 INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
- MPS 501 CROSS-SECTOR ANALYSIS
- One Course from the following list:
  - MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION *
  - MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
  - MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE *
- MPS 522 FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
- MPS 542 POLICY DESIGN AND ANALYSIS
- Choose one of the following two course sequences
  - Research Sequence for Policy Based Research*
    - MPS 586 RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS*
    - MPS 587 RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS*
  - Research Sequence for Management Based Research
    - MPS 588 INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
    - MPS 589 ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
- MPS 593 INTEGRATIVE SEMINAR
- MPS 594 ETHICAL LEADERSHIP IN PUBLIC SERVICE

* Students pursuing the online degree must choose these courses.

Elective Courses

16 credit hours chosen from more than 60 courses based on a student's professional goals and personal interests. If warranted by special needs or interests, students may take up to two elective courses in other departments of the university. Permission of the director is required before registration for such courses.

Thesis Option

- MPS 598 THESIS

Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 with MPS 598. To qualify for the thesis option you must take research sequence MPS 586/MPS 587.

Concentrations

Students may choose concentrations in a variety of public service fields. While not required, concentrations are available for students in the Master of Science in Public Service Management degree with specialized interests and careers. The concentrations are: Health Care Administration, Higher Education Administration, and Metropolitan Planning and Urban Affairs.

Concentration Requirements

If a student chooses to pursue one of the following concentrations, their course selections are dictated by the requirements below (4 courses, 16 quarter hours) Students choose four electives from one concentration below.

Health Care Administration Concentration

The Health Care Administration concentration provides students with the managerial and analytical skills necessary to understand and influence the processes through which hospitals, associated health care organizations, and public and private agencies provide health care opportunities to explore the roles of specific nonprofit and governmental health care providers and regulatory agencies.
Core Courses

- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  or MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 537 HEALTH CARE DELIVERY SYSTEMS (CROSS-LISTED AS SOC 437)
  or MPS 535 HEALTH CARE ISSUES

Electives

- Choose three courses from the following list:
  - MPS 513 VOLUNTEERISM
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 523 GROUP DYNAMICS FOR LEADERS
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 531 FINANCING AND COSTING IN HEALTH CARE
  - MPS 535 HEALTH CARE ISSUES
  - MPS 537 HEALTH CARE DELIVERY SYSTEMS (CROSS-LISTED AS SOC 437)
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 562 INTRODUCTION TO HEALTH LAW (FORMERLY MPS 570)
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 600 INDEPENDENT STUDY
  - MPS 601 INTERNSHIP

Higher Education Administration Concentration

The Higher Education Administration concentration provides students with the analytical and administrative skills necessary for managers in post-secondary institutions of learning. Coursework helps students develop an understanding of management principles, policy analysis and research within higher education. Electives provide opportunities to explore government relations and advancement topics as well as administration.

Core Courses

- MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  or MPS 515 NONPROFIT FINANCIAL ADMINISTRATION
- MPS 606 SEMINAR IN HIGHER EDUCATION ADMINISTRATION

Electives

- Choose three courses from the following list:
  - MPS 519 RESOURCE DEVELOPMENT
  - MPS 521 LEADERSHIP AND MANAGEMENT
  - MPS 523 GROUP DYNAMICS FOR LEADERS
  - MPS 524 MARKETING FOR SERVICE ORGANIZATIONS
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 561 LAW AND NONPROFIT ORGANIZATIONS (FORMERLY MPS 532)
  - MPS 597 PUBLIC SERVICE FELLOWS SEMINAR
  - MPS 600 INDEPENDENT STUDY
  - MPS 601 INTERNSHIP

Metropolitan Planning and Urban Affairs Concentration

The Metropolitan Planning and Urban Affairs concentration provides students with a broad perspective on the issues relating to land use, transportation, housing, economic development, and related social problems. It instills an understanding of the institutional and analytical issues affecting units of government, planning agencies, and other urban public service institutions.

Core Courses

- MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
- MPS 571 METROPOLITAN PLANNING

Electives

- Choose three from the following list:
  - MPS 514 GOVERNMENT FINANCIAL ADMINISTRATION
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
Pure Mathematics (MS)

The Department of Mathematical Sciences offers a program of study leading to the Master of Science degree in Pure Mathematics. The program provides students with rigorous training in Pure Mathematics as well as a solid foundation for pursuing a Ph.D. degree in Mathematics or teaching Mathematics at the college level. This is an evening program offered at the Lincoln Park campus. The program can be completed in two academic years by taking two classes per quarter or in four quarters by taking three classes per quarter.

Admission Information

For full admission, students must have the following:

- Bachelor's degree
- Two years of calculus and linear algebra (the equivalent of the undergraduate sequences MAT 150-152 or 160-162, and 260-262)
- A course in logic and proofs
- One semester or two quarters of abstract algebra
- One semester or two quarters of real analysis

Applicants who do not have this minimal preparation may be admitted on a conditional basis until completion of the prerequisite requirements - as conditions - with a grade of B or better.

Degree Requirements

Course Requirements

At least 48 quarter hours of graduate level work in mathematics and passing two comprehensive examinations in Algebra and Analysis.

Core Courses

- MAT 470 ADVANCED LINEAR ALGEBRA (CROSS-LISTED AS MAT 370)
- MAT 471 GROUP THEORY
MAT 472 FIELDS AND GALOIS THEORY (CROSS-LISTED AT MAT 312)
MAT 473 RINGS AND MODULES
MAT 434 TOPOLOGY (CROSS-LISTED AS MAT 340)
MAT 435 MEASURE THEORY
MAT 436 FUNCTIONAL ANALYSIS
MAT 437 COMPLEX ANALYSIS (CROSS-LISTED AS MAT 337)

**Elective Classes**

- Choose sixteen quarter hours from the following list:
  - MAT 451 PROBABILITY AND STATISTICS I
  - MAT 452 PROBABILITY AND STATISTICS II
  - MAT 453 PROBABILITY AND STATISTICS III
  - MAT 481 FOURIER ANALYSIS AND SPECIAL FUNCTIONS
  - MAT 484 MATHEMATICAL MODELING (CROSS-LISTED AS MAT 384)
  - MAT 485 NUMERICAL ANALYSIS I (CROSS-LISTED AT MAT 485)
  - MAT 486 NUMERICAL ANALYSIS II (CROSS-LISTED WITH CSC 386/486, MAT 386)
  - MAT 494 GRAPH THEORY AND NETWORK FLOWS
  - MAT 498 PROBLEM SOLVING IN MATHEMATICS
  - MAT 596 ADVANCED TOPICS IN ALGEBRA
  - MAT 597 ADVANCED TOPICS IN ANALYSIS
  - MAT 598 ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS

With faculty advisor’s written approval two of the elective courses can be substituted with graduate courses in allied fields, such as Computer Science, Physics, or Mathematical Education.

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**Program Graduate Academic Student Handbook**

**Probation**

A student will be placed on probation if his/her cumulative GPA falls below 2.7.

**Dismissal**

A graduate student will be dismissed under one or more of the following conditions: his/her GPA continues to fall below 2.7 after one year of being on probation, lack of progress toward degree completion, or failing the comprehensive examinations twice.

**Conditional Admission**

Students whose undergraduate degrees were in majors other than mathematics or related fields may be conditionally admitted provided they complete the following minimum prerequisites as conditions: two years of calculus [the equivalent of MAT-150-152], multivariable calculus and linear algebra [the equivalent of MAT-260-262], and a course in statistics.

**Readmission**

The same re-admission standards outlined in the Graduate Student Handbook and approval of the program director are observed for students in these programs.

**Transfer Credit**

No more than two graduate courses (8 quarter credit hours) may be transferred from another program or institution provided that they are equivalent to courses offered in DePaul’s graduate program, and they did not count toward another degree.

**Undergraduate Courses**

No undergraduate courses shall count toward the graduate degree.
Graduation Requirements

Requirements include, but are not limited to, twelve graduate courses (48 credit hours) at a minimum GPA of 2.7, and passing of Part-I and Part-II comprehensive examinations.

Graduation with Distinction

A minimum GPA of 3.7 for coursework applied toward the pure mathematics degree and high performance on the comprehensive examinations are required for graduation with distinction.

Time Limit

The degree is expected to be completed in a maximum of six years.

Real Estate (MS)

At DePaul, we've studied and taught real estate trends for more than 90 years. In fact, we currently offer the most comprehensive array of real estate courses in Chicago, and the academic and practical qualifications of our faculty allow us to offer an unparalleled real estate education. Courses are frequently team taught by full time faculty and leading Chicago area professionals, with a strong emphasis on case discussion that links theory with pragmatic approaches to problem solving. Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Real Estate degree. The exact number of courses that can be double-counted in this manner depends upon the specific coursework of each individual.

Graduates of the program will possess an array of tools with which they will be able to adapt to the evolving and inherently multi-disciplinary industry. More specifically, MS in Real Estate students will obtain:

- Financial and quantitative decision-making skills,
- Critical thinking, evaluation and analysis skills,
- Oral and written communication skills, and
- Technology and geographical information system skills.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the
Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission
A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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**Special Instructions for International Applicants**

**Educational Credentials For International Students or Programs**

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- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

**Degree Requirements**

**Course Requirements**

Each candidate must be competent in financial accounting, microeconomics and calculus and statistics prior to registration for Financial Management FIN 555. To ensure competence, students who have not completed the equivalent of Principles of Accounting I and II at the undergraduate level will be required to take Financial Accounting ACC 500. Students who have not completed Intermediate Microeconomics at the undergraduate level will be required to take Economics for Decision Making ECO 555. Students who do not pass a competency examination in calculus and statistics will be required to take Applied Quantitative Analysis GSB 420.

Students complete the MS in Real Estate by taking the seven required courses and at least five elective courses from the list of courses approved for elective credit.

- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- RE 521 LEGAL ISSUES IN REAL ESTATE
- FIN 555 FINANCIAL MANAGEMENT
- RE 530 REAL ESTATE INVESTMENT AND FINANCE
- RE 531 REAL ESTATE FINANCE
- RE 533 REAL ESTATE MARKET ANALYSIS AND VALUATION
- RE 535 REAL ESTATE INVESTMENT
- Choose five from the following
  - RE 520 URBAN PLANNING AND PUBLIC POLICY
Degree Requirements

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of the seven required courses, or their substitutes as approved by the Chair of Department of Real Estate.
- Satisfactory completion of at least five approved elective courses such that at least 48 quarter hours of applicable course work are completed toward the degree.
- All courses for credit toward the degree must be completed within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written approval of the director of the program or the Kellstadt Graduate School of Business.

Real Estate Finance and Investment (MBA)

The Real Estate Finance and Investment concentration is designed for students with a career interest in one of the five specializations in real estate: management and operations; finance and transactions; urban planning and management of public sector enterprises; research, market analysis and decision support; or development and entrepreneurship.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.
All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

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**Readmission**

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

M.B.A. Options

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

Weekend M.B.A. at O'Hare Campus

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

The concentration is composed of four courses.
Relational Communication (MA)

The M.A. in Relational Communication will provide students with an understanding of communication across a variety of interpersonal contexts (e.g., close relationships, family communication, workplace relationships). The program is designed to help students learn how to effectively pursue their professional and personal goals through interpersonal communication. Through a blend of theory and practice, students will identify, analyze and understand how to manage relationships in both personal and professional contexts. This program will be of interest to individuals who either want to pursue an advanced graduate degree or are interested in broad range of careers across sales, management, and the service sector.

Admission Information

A bachelor’s degree from a regionally accredited college or university, or equivalent, is required for admission to the M.A. program. To be admitted, applicants must demonstrate, through past academic work, a capacity for achievement. The College of Communication looks at each application as a unique presentation of a candidate’s profile and will consider a variety of information sources. Admission decisions for the Relational Communication program will be based on the following:

- Official undergraduate transcripts (minimum grade point average of 3.0 on a 4-point scale).
- Application form and application fee.
- A writing sample (preferably a research paper that demonstrates the applicant’s ability to synthesize and criticize scholarly work).
- Personal essays (see application packet).
- Two current letters of recommendation written by faculty members and/or work supervisors familiar with the applicant’s academic and/or professional achievements.
- A professional resume.
- GRE scores are not required, but may be submitted to strengthen an application.
- An English language examination is required for applicants who have completed their undergraduate education outside the USA; a minimum TOEFL score of 96 (internet version) with each section score at 22 or higher; 243 (computer version) or 590 (paper version) is necessary for admission.

We currently admit students during Autumn, Winter, and Spring Quarters. The application deadline for Autumn Quarter is May 15. The application deadline for Winter Quarter is November 2. The application deadline for Spring Quarter is February 15. Applications received after these dates will be considered for the following quarter admission.
Degree Requirements

Course Requirements
The Master of Arts in Relational Communication requires 12 courses - two core courses, ten relational communication electives, plus a comprehensive final examination. Students who attain a 3.7 GPA or higher have the option to complete a culminating thesis rather than the 12th course and the comprehensive final exam.

Core Course
- RELC 500 RELATIONAL COMMUNICATION THEORIES

Methods Courses
Students choose one of the following:
- CMNS 581 QUALITATIVE RESEARCH METHODS
- CMNS 582 QUANTITATIVE RESEARCH METHODS

Elective Courses
Students choose ten courses from the following list:
- RELC 501 RELATIONSHIP MAINTENANCE
- RELC 502 ATTACHMENT & RELATIONAL COMMUNICATION
- RELC 503 READINGS IN INTERPERSONAL COMMUNICATION
- RELC 511 TOPICS IN INTERPERSONAL COMMUNICATION
- RELC 513 NONVERBAL COMMUNICATION
- RELC 514 FAMILY COMMUNICATION
- RELC 519 DARK SIDE OF INTERPERSONAL COMMUNICATION
- CMNS 530 INSTRUCTIONAL DEVELOPMENT
- CMNS 523 GENDERED COMMUNICATION
- CMN 591 INTERNSHIP

Students can take up to three elective courses outside of the program with permission from the graduate program director.

Comprehensive Final Examination or Thesis
Students in the Master of Arts in Relational Communication complete their degree requirements by writing a thesis or by completing a comprehensive final examination.

Grade Requirements
Students must maintain a 3.0 average in their graduate work to remain in good standing. Students who drop below this average will be placed on academic probation and expected to attain the minimum requirement within two quarters. Failure to do so will result in dismissal from the program. Students may take one or two courses per quarter to complete the program.

Revenue Management (MBA)
Revenue Management is an approach adopted by businesses that want to optimize their revenue stream. This is achieved by gaining a thorough understanding of the marketplace, the manipulation of product supply and demand, careful competitive positioning, and timing. The goal is to optimize income revenue from a fixed, but perishable inventory and use information to segment markets and adjust products through distribution channels. The ultimate challenge is to sell the right product to the right customer at the right time for the right price.
The revenue management concentration area focuses on the evolution of revenue management principles and practices within the hospitality sector. Revenue management concepts are addressed from a comprehensive perspective as they pertain to the importance of generating business revenues and contribution to overall financial performance within the hospitality industry. This field has advanced in both sophistication and complexity, increasing the need for enhanced development of human capital, investments in data analytics, and systems integrated approaches to successful revenue generation.

**Admission Information**

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**Course Requirements**

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- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

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The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance
such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

- HSP 561 REVENUE MANAGEMENT
- HSP 562 HOSPITALITY DISTRIBUTION CHANNELS
- Choose one from the following
  - MKT 534 ANALYTICAL TOOLS FOR MARKETERS
  - MKT 530 CUSTOMER RELATIONSHIP MANAGEMENT
  - MKT 545 CONSUMER BEHAVIOR
  - MKT 595 INTERNET AND INTERACTIVE MARKETING
  - MKT 798 SPECIAL TOPICS : PRICING STRATEGY

Science Education (MS)

The Master of Science in Science Education (MSSE) program provides a broad content-based science curriculum for the preparation of master teachers of science. The program is focused on contemporary, inquiry based science content and integrates the most current research findings on how students learn science. It encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas, and skepticism that characterize science. Some of the unique features of the program include a strong emphasis on contemporary science content; the use of inquiry-based learning; the integration of mathematics and technology; and the incorporation of the Next Generation Science Standards.

The Program requires 12 courses (48 credit hours) and draws upon faculty in both the College of Science and Health and the College of Education. The first three courses, Ecology and the Nature of Science, Mathematical Modeling for Middle School Teachers, and Foundations of Physical Science II, are foundational and are intended to be taken early in the program. These courses explore the nature of scientific inquiry from both a historical and contemporary perspective, and they introduce key quantitative concepts and methods in science. The following eight courses, focusing on specific scientific disciplines, can be taken in any order. Reflecting increased emphasis on earth and space science in state and national science standards in the grades 6-9, this set of courses include Astronomy, Geology and Planetary Science, Environmental Science, and Heat and Energy, and in addition to the core subjects of Physics, Chemistry, and Biology. A capstone course in the teaching of science specifically focusing on national and state standards for science and on the latest research in science teaching and learning concludes the program. The capstone course includes action research in the classroom.

The MSSE was designed to help currently certified teachers advance toward endorsement in Middle School General Science and NCLB "highly qualified" status in the State of Illinois. Endorsement is based on a transcript evaluation of university level work in science and education.

Support of the program is managed through DePaul University's STEM (Science, Technology, Engineering, and Mathematics) Center.
The program provides a supportive environment for all teachers, including members of groups traditionally underrepresented in science, and encourages a broad perspective on science and its continuing important role in our society.

**Admission Information**

For full admission into the Master of Science in Science Education (MSSE) program, students must have a Bachelor’s degree with evidence of excellent undergraduate performance.

All applicants must provide the following materials in the application process:

1. a completed University on-line graduate application including official transcripts
2. an MSSE supplemental application form which can be obtained from the DePaul University STEM Center, 990 W. Fullerton Suite 4400, Chicago, IL, 60614.

**Degree Requirements**

**Course Requirements**

**Core Courses**

- STEM 405 ECOLOGY FOR TEACHERS
- STEM 412 FOUNDATIONS OF PHYSICAL SCIENCE II
- STEM 490 SCIENCE TEACHING CAPSTONE

**Additional Courses**

- Nine courses chosen from the following list:
  - STEM 409 MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS
  - STEM 410 TOPICS FOR TEACHERS
  - STEM 411 FOUNDATIONS OF PHYSICAL SCIENCE I
  - STEM 413 LIGHT AND WAVES
  - STEM 420 CHEMISTRY FOR TEACHERS
  - STEM 421 CELL BIOLOGY FOR TEACHERS
  - STEM 422 EVOLUTION AND DIVERSITY FOR TEACHERS
  - STEM 423 PLANT AND ANIMAL BIOLOGY FOR TEACHERS
  - STEM 425 TOPICS IN LIFE SCIENCES FOR TEACHERS
  - STEM 430 ASTROBIOLOGY FOR TEACHERS
  - STEM 431 ASTRONOMY FOR TEACHERS
  - STEM 432 GEOLOGY AND PLANETARY SCIENCE FOR TEACHERS
  - STEM 440 HEAT AND ENERGY FOR TEACHERS
  - STEM 441 WEATHER AND CLIMATE FOR TEACHERS
  - STEM 442 ENVIRONMENTAL SCIENCE FOR TEACHERS
Probation and Dismissal

A student is subject to probation as soon as his/her graduate cumulative GPA falls below 2.500. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her cumulative GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the college, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of program director, may, if favorable, stipulate conditions of reinstatement. The dean has the discretion to reject the recommendation for reinstatement.

Readmission

If you were previously enrolled in a graduate program in the College of Science and Health but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must complete a readmission application with the Office of Graduate Admission. (If more than four years have elapsed since you have been in attendance, you must file a new application.) The application must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies. Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

Transfer Credit

In general, it is not encouraged that students seek to transfer in credit for the Master of Science in Science Education (MSSE) program. In exceptional cases, a maximum of eight quarter hours (or six semester system courses) may be transferred from another institution or program to count toward the graduate degree. Requests to transfer courses must be approved by the program director. Students may not substitute any other course for the capstone requirement.

Undergraduate Courses

No undergraduate-level courses or credit may count toward MSSE graduate course requirements.

Graduation Requirements

You must have successfully completed all of the degree requirements as listed in the catalog under which you were admitted. Students need to achieve a minimum cumulative grade point average of 2.500 to graduate.

Graduation with Distinction

To graduate with distinction from the MSSE program, students must have earned a cumulative 3.75 GPA or higher for coursework applied toward the MSSE degree.

Program Time Limitation

Graduate students in master's programs are expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.
Screenwriting (MFA)

The Master of Fine Arts (MFA) in Screenwriting is a terminal degree in writing for film and television. The program provides aspiring writers with a demanding curriculum designed to cultivate their talents and provide them with the skills necessary to become successful members of the film and television industry. This highly selective program culminates in the completion of an MFA thesis screenplay or teleplay.

Admission Information

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

Degree Requirements

Course Requirements

- DC 501 STORYTELLING FOR THE SCREENWRITER
- DC 502 STORY STRUCTURES
- DC 503 FEATURE FILM DEVELOPMENT
- DC 402 WRITING THE FEATURE I
- DC 400 WRITING THE TELEVISION SPEC SCRIPT
- DC 403 WRITING THE FEATURE II
- DC 405 TOPICS IN SCREENWRITING
- DC 480 PROJECT BLUELIGHT
- DC 561 THESIS I
- DC 406 WRITING THE SITCOM
  or DC 407 WRITING THE EPISODIC DRAMA
- DC 562 THESIS II
- DC 408 WRITING ON ASSIGNMENT
- DC 563 THESIS III
- DC 505 INDUSTRY SEMINAR
- 2 CIM or MCS Electives

CIM or MCS Electives

CIM or MCS electives include any graduate level ANI, DC, GAM, GD, GPH, HCI, MCS or VFX courses.

MFA Thesis

Students in the MFA in Screenwriting program must complete a MFA Thesis project which consists of a feature length screenplay or original television pilot and future episode. We expect the thesis projects to be at a level of quality that would warrant representation by literary agents and managers. Satisfactory completion of the MFA Thesis project is determined by the MFA Advisor Committee (see below).

Student’s MFA Advisor Committee

Prior to beginning their second year, all MFA candidates will be assigned two thesis committee members. The
candidate will select a third thesis committee member from all CIM faculty and, upon acceptance of the student's request, this faculty member will make up the third member of the candidate's MFA Advisor Committee. This committee will conduct a portfolio review prior to the beginning of the second year to ensure the student is making proper progress towards his or her degree. The MFA Advisor Committee will offer suggestions and feedback on the student's work and help guide the student during the thesis phase of the program.

**MFA Thesis Timeline**

MFA in Screenwriting students are required to turn in a first draft of their thesis project by December 31st following the fall quarter of their final year. The thesis committee will provide notes on the project by January 31st. Candidates will turn in a final draft of their project by May 1st during their final year. The thesis committee will review the thesis project and decide whether the MFA candidate should be awarded the degree. If the committee does not deem the project ready for approval, the student will be given notes and asked to resubmit their project. Students may resubmit up to three additional times. If a student's project is not deemed passable after the fourth time, the student will not receive the MFA. Students have eighteen months from the submission of their first draft to obtain the committee's approval or the degree will not be awarded.

**Degree Requirements**

Students in the MFA in Animation degree program must meet the following requirements:

- Complete a minimum of 64 graduate credit hours in the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all graduate courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Satisfactorily complete the MFA thesis as determined by the student's MFA Advisor Committee.
- Students cannot count credit earned towards a previously awarded master's or MFA degree toward the completion of this MFA program.

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

**Sample Schedule**

**First Year**

**Fall Quarter**

- DC 501 STORYTELLING FOR THE SCREENWRITER
- DC 502 STORY STRUCTURES
- **DC 503 FEATURE FILM DEVELOPMENT**

**Winter Quarter**

- DC 402 WRITING THE FEATURE I
- DC 400 WRITING THE TELEVISION SPEC SCRIPT

**Spring Quarter**

- DC 403 WRITING THE FEATURE II
- DC 405 TOPICS IN SCREENWRITING
- 1 CIM or MCS Elective

**Summer Quarter**

- DC 480 PROJECT BLUELIGHT

**Second Year**
Fall Quarter

- DC 561 THESIS I
- DC 406 WRITING THE SITCOM
- or DC 407 WRITING THE EPISODIC DRAMA
- 1 CIM or MCS Elective

Winter Quarter

- DC 562 THESIS II
- DC 408 WRITING ON ASSIGNMENT

Spring Quarter

- DC 563 THESIS III
- DC 505 INDUSTRY SEMINAR

Social and Cultural Foundations in Education (MA)

The Social and Cultural Foundations Program is committed to inquiry that examines the relationship of schooling, education, and educational policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract educators, leaders, and individuals with bachelor’s degrees who have broad interests in educational policy but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Reasons for pursuing a Master's degree in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for university teaching, careers in higher education, and others.

The program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In
this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women’s Studies, American Studies, International Studies, Public Policy, and Sociology.

Certification Option

Students seeking the Master's degree in Social and Cultural Foundations in Education have the option to also pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

Admission Information

Admission Requirements

Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Students must show strong promise to do rigorous, critical, and creative intellectual work; be critically self-reflective about their ideas, attitudes, and values; and be committed to the academic goals of the program.

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor's degree
- An interview with the admissions committee of the Social and Cultural Foundations in Education Master's Program may be requested
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the
University.

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in relationships with student colleagues and faculty

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.
Degree Requirements

Course Requirements

Theoretical Core Courses: 20 quarter hours required, grade of C or better required

- SCG 527 GLOBAL ISSUES IN EDUCATION
- SCG 603 PROSEMINAR: CULTURE AND EDUCATION
- SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
- SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS
- SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS
- SCG 635 ADVANCED QUALITATIVE RESEARCH METHODOLOGIES

Five Elective Courses with Faculty Advisor Approval: 20 quarter hours required, grade of C or better required

*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.

- College of Education Electives (8 quarter hours)
- Non-College of Education Electives (12 quarter hours)

Students have the option to pursue the Education Technology and Society concentration to complete 5 prescribed courses in lieu of the electives. Please see the separate concentration section for course information.

Thesis Course: 4 quarter hours, grade of C or better required

- SCG 636 THESIS RESEARCH (4 quarter hours)

The student prepares a thesis, which is a report of the results of an original investigation. Before beginning work on the thesis, the student must obtain approval of the subject and general plan from their Thesis Advisor. The Thesis Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). Additional Thesis Committee members are optional based upon discussion between a student and his/her Thesis Advisor. It is advised that students select their thesis chair no later than the spring quarter of the second year. The College of Education Thesis Handbook outlines the policies and procedures needed to successfully satisfy the thesis requirement. The College of Education Thesis Handbook can be obtained from the Department of Educational Policy Studies and Research office or on the College of Education website.

Course Registration

Registration for SCFE Master's degree core courses is different from regular registration. The SCFE students are granted access to registration for SCFE core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student's SCFE faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.
Concentration Requirements

SCFE Education, Technology and Society Concentration

Students may elect to declare the Education, Technology and Society Concentration. These courses take the place of the Five Elective Courses.

20 quarter hours required, grade of C or better required

- CS 460 LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
- SCG 402 PSYCHOLOGY OF LEARNING
- SCG 614 CRITICAL MEDIA LITERACY
- SCG 615 THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY
- SCG 582 PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA

Social and Cultural Foundations in Education (MED)

The Social and Cultural Foundations Program is committed to inquiry that examines the relationship of schooling, education, and educational policy to social justice and cultural democracy. The program is an interdisciplinary one, designed to appeal to students seeking alternatives to more specialized or technical programs of study in education. This program is designed to attract educators, leaders, and individuals with bachelor’s degrees who have broad interests in educational policy but who may not be professional educators. This program anticipates that students pursuing this degree will come from a variety of professional backgrounds involving different forms of educational work such as media, private foundations, museums, community organizations, labor unions, higher education, K-12 schools, and others. Reasons for pursuing a Master's degree in Social and Cultural Foundations in Education include personal and professional enhancement, research for private foundations, adult education and training, preparation for doctoral work for university teaching, careers in higher education, and others.

The program provides students the opportunity to study education, not only as schooling, but broadly as a dynamic cultural and political force that unfolds in a wide range of shifting and overlapping sites of learning. Students will consider education as a dynamic process that shapes social identities and social life as well as the learning of values and beliefs, all of which are central to how people make cognitive and emotional investments and act in the world. As such, education is a significant force in creating, maintaining, and challenging assumptions of neutrality and hierarchies of race, ethnicity, gender, class, and sexual difference. From this perspective, education is an indispensable tool for creating conditions for social justice and democratic life. In this context, students investigate the pedagogical and cultural conditions necessary for supporting the flourishing of human agency and the redefinition of human engagement in social life.

The EPSR faculty bring expertise from a variety of disciplines and fields within educational policy studies: the sociology of education, the philosophy of education, the history of education, the psychology of education and human development, critical pedagogy, cultural studies, feminist studies, urban studies, critical race studies, research methods and more. The faculty also has a diverse range of interests in areas such as globalization, peace and human rights education, social theory and social construction of knowledge; the role of education in the production of inequalities of race, gender, class, sexuality, and language; socially situated theories of learning and teaching; and the role of education in the construction of culture and social identities.

Given the interdisciplinary approach to the study of education of this degree program, students have the opportunity with the approval of their faculty advisor to take at least 20 hours of elective courses outside of the Social and Cultural Foundations in Education Program as well as the College of Education. Choices of electives include, but are not limited to, courses in departments and programs such as Communication, Philosophy, Women’s Studies, American Studies, International Studies, Public Policy, and Sociology.

Certification Option

Students seeking the Master’s degree in Social and Cultural Foundations in Education have the option to also
pursue an Illinois initial or subsequent teaching certificate. Please consult your academic advisor as an additional program application may be required.

Admission Information

Admission Requirements

Students entering the program must be able and willing to commit themselves to a program that requires time and intense work. Students must show strong promise to do rigorous, critical, and creative intellectual work; be critically self-reflective about their ideas, attitudes, and values; and be committed to the academic goals of the program.

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- One official transcript from each college or university attended
- Three academic letters of reference
- Resume
- A written, personal statement indicating reasons for wanting to enter the program and what the candidate has done since receiving a bachelor’s degree
- An interview with the admissions committee of the Social and Cultural Foundations in Education Master’s Program may be requested
- A writing sample (e.g., a term paper, seminar paper, or senior thesis or portion thereof)

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats
- Demonstrates a willingness to engage course texts and requirements
- Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences
- Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings
- Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in relationships with student colleagues and faculty

Degree Conferral and Graduation
The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
Summer I Quarter - June 1st
Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Degree Requirements

Course Requirements

Theoretical Core Courses: 20 quarter hours required, grade of C or better required

- SCG 527 GLOBAL ISSUES IN EDUCATION
- SCG 603 PROSEMINAR: CULTURE AND EDUCATION
- SCG 604 PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
- SCG 608 PROSEMINAR: IDEOLOGY, POWER AND POLITICS
- SCG 611 PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS

Research Inquiry Core Courses: 8 quarter hours required, grade of C or better required

- SCG 610 INTRODUCTION TO RESEARCH METHODS
- SCG 635 ADVANCED QUALITATIVE RESEARCH METHODOLOGIES

Seven Elective Courses with Faculty Advisor Approval: 28 quarter hours required, grade of C or better required

*Prior to selecting electives, students are required to complete the first 4 Proseminar courses: SCG 527, 603, 604 and 608. In the Spring Term of their first year in addition to SCG 611, students are allowed to sign up for one elective course.
College of Education Electives (8 quarter hours required; 4-8 quarter additional hours optional)

Non-College of Education Electives (12 quarter hours required; 4-8 quarter additional hours optional)

Students have the option to pursue the Education Technology and Society concentration to complete 5 required courses in lieu of five of the electives. Please see the separate concentration section for course information.

**Capstone Course: Non-credit, non-tuition, PA grade required**

- SCG 637 CAPSTONE: SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION

Upon completion of all course work the student will work with a Capstone Advisor to discuss possible paper topics. The Capstone Advisor must be an EPSR faculty member (and not necessarily the originally assigned Faculty Advisor). The paper will generally consist of library-based research and will typically be 20-25 pages in length.

**Course Registration**

Registration for SCFE Master’s degree core courses is different from regular registration. The SCFE students are granted access to registration for SCFE core courses. If a student has special circumstances and cannot register for all cores offered in a term, this must be discussed with and approved by that student's SCFE faculty advisor prior to the start of the term. Course registration for electives is the same as for all College of Education students.

**Concentration Requirements**

SCFE Education, Technology and Society Concentration

20 quarter hours required, grade of C or better required

- CS 460 LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
- SCG 402 PSYCHOLOGY OF LEARNING
- SCG 614 CRITICAL MEDIA LITERACY
- SCG 615 THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY
- SCG 582 PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA

**Social Work (MSW)**

The Master of Social Work (M.S.W.) degree program is designed to prepare students for advanced social work, with an emphasis on community practice. The M.S.W. degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.

All students are required to complete 92 quarter hour credits; this includes 24 hours of field education. The program can be completed in either a full-time (two years) or part-time (four years) basis. The curriculum consists of foundation (beginning) and concentration (or advanced) content ranging from professional writing, human behavior, social welfare policy, social work research, program evaluation, fund development, and beginning and advanced community practice.
Admission Information

Applicants for the M.S.W. program must have a baccalaureate degree from an accredited institution (in any field) and submit a completed admissions application (which requires transcripts, references, an updated resume, personal statement, and a processing fee). Graduates of CSWE-accredited baccalaureate programs have the opportunity to apply for advanced standing admissions. Students must indicate which option (full-time, part-time or advanced standing) they are requesting at the time of application.

Degree Requirements

Course Requirements

- MSW 401 PROFESSIONAL WRITING AND DEVELOPMENT
- MSW 411 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
- MSW 412 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
- MSW 421 INTRODUCTION TO SOCIAL WORK RESEARCH I
- MSW 422 ADVANCED SOCIAL WORK RESEARCH II
- MSW 431 SOCIAL WELFARE POLICY I
- MSW 432 ADVANCED SOCIAL WELFARE POLICY II
- MSW 450 SPECIAL TOPICS IN SOCIAL WORK
- MSW 481 FOUNDATION PRACTICE I
- MSW 491 FOUNDATION FIELD EDUCATION I
- MSW 482 FOUNDATION PRACTICE II
- MSW 492 FOUNDATION FIELD EDUCATION II
- MSW 483 FOUNDATION PRACTICE III
- MSW 493 FOUNDATION FIELD EDUCATION III
- MSW 484 ADVANCED STANDING FOUNDATION PRACTICE
- MSW 494 ADVANCED STANDING FOUNDATION FIELD EDUCATION
- MSW 499 INDEPENDENT STUDY
- MSW 501 PROGRAM EVALUATION
- MSW 521 FUND DEVELOPMENT AND MANAGEMENT I
- MSW 522 FUND DEVELOPMENT AND MANAGEMENT II
- MSW 581 COMMUNITY PRACTICE I
- MSW 591 ADVANCED FIELD EDUCATION I
- MSW 582 COMMUNITY PRACTICE II
- MSW 592 ADVANCED FIELD EDUCATION II
- MSW 583 COMMUNITY PRACTICE III
- MSW 593 ADVANCED FIELD EDUCATION III
- 4 credit hours of graduate level study (400 and above) as an elective

Notice for Graduates of CSWE-Accredited Baccalaureate Programs

Every candidate for the M.S.W. degree has to demonstrate competencies in the professional foundation of social work. Graduates of CSWE-accredited baccalaureate programs have the opportunity to apply for advanced standing admissions in which some of the required, foundation coursework can be waived if applicants received a grade of ‘B’ or better. These courses are limited to the following:

- MSW 411
- MSW 412
- MSW 481
- MSW 482
- MSW 483
- MSW 491
- MSW 492
- MSW 493
- MSW 421 (Introduction to Social Work Research)
- MSW 431 (Social Welfare Policy I)
Applicants are assessed at the time of admissions. Students who do not qualify for advanced standing consideration may nonetheless be eligible for individual course waivers for MSW 411, MSW 421, and MSW 431. The waivers will not count as graduate credits earned and all students granted course waivers status must meet all other requirements of the program, including a minimum of 56 earned graduate credit hours for degree completion.

Sociology (MA)

The graduate program in Sociology enables students to study sociological principles, ways of knowing, and sociological findings in areas of current interest and commitment. Training at the master’s level in sociology is applicable to employment in such areas as law enforcement, corrections services, urban planning, public and private administration, marketing, health and welfare services, youth services, community organizations, and education. The M.A. in Sociology can serve as preparation for entry into Ph.D. programs and professional training.

A limited number of assistantships and tuition remission scholarships are available to graduate students. Additional information is available upon written or e-mail request to the chair or graduate program director of the Department of Sociology.

Admission Information

Application materials required are

- official transcripts from every college and university attended and
- a written personal statement.

The personal statement should reflect on past coursework and/or experiences in sociology and related fields; discuss future goals; and explain why this particular program appeals to you. We do not require the GRE or letters of recommendation but feel free to submit these with your other materials.

Prospective students should fill out the online application at http://www.depaul.edu/admission-and-aid/types-of-admission/graduate-student/Pages/las.aspx

New students will be admitted for either autumn or winter quarter. Application deadlines are as follows:
Autumn Quarter: July 15
Winter Quarter: December 1

The department of sociology admits students with a bachelor’s degree who show definite promise for completing the requirements for the advanced degree. Successful applicants will demonstrate a strong academic record, past courses and/or experience in sociology or related fields, and an interest in pursuing a career related to sociology.

Students who have not taken undergraduate statistics with a B- or better will be required to complete SOC 402 STATISTICS FOR THE SOCIAL SCIENCES. SOC 402 carries graduate credit and can be counted among the twelve courses for the degree.

Graduate Admissions
College of Liberal Arts and Social Sciences
DePaul University
2400 N. Sheffield Ave.
Chicago, IL 60614
Degree Requirements

Course Requirements

- SOC 404 CLASSICAL AND MODERN THEORY
- SOC 405 SOCIOLOGICAL PERSPECTIVES
- SOC 411 SOCIAL RESEARCH
- SOC 412 DATA ANALYSIS
  or SOC 413 QUALITATIVE METHODS
- Eight Sociology electives

Those students desiring to complete the Thesis Option are required to take SOC 500 Thesis Research as one of their twelve courses.

Students entering without an undergraduate course in introductory statistics with a grade of B- or better are required to take SOC 402 STATISTICS FOR THE SOCIAL SCIENCES. SOC 402 carries graduate credit and can be counted among the 12 courses for the degree.

Students receiving more than two incompletes will not be allowed to register for courses until the incompletes are resolved.

The Writing Project

Master of Arts in Sociology with Thesis

The design for the thesis project may be developed in SOC 411 and SOC 412 or SOC 413. A student selects a faculty mentor and together they set up a committee with two additional faculty members. A thesis proposal hearing is required at the start of the project and an oral presentation at its completion.

Master of Arts in Sociology with Research Project

Students design and carry out a research project and prepare a final research report. The student selects a faculty mentor and a second reader. This project can be based on research begun in SOC 412, SOC 413, or a substantive course.

Master of Arts in Sociology with Literature Review or Analytical Essay

The student prepares a literature review or analytical essay indicating mastery of a body of literature. It is often started in conjunction with one of the specialized courses. The student selects a faculty mentor and a second reader. This project can be developed in SOC 414 Literature Review Writing Project.

Software Engineering (MS)

The MS in Software Engineering provides students with skills that are widely applicable, highly in demand and richly rewarded. Software engineering is a discipline concerned with the processes, methodologies, techniques, and tools of developing high-quality software systems in a cost-effective manner. The Software Engineering program emphasizes the best software engineering practices, current methodologies, emerging technologies, and their applications. It also emphasizes the development of communication and presentation skills in a team-based software development environment. The Software Engineering curriculum encompasses all important aspects of software engineering, including:

- Software engineering processes
Graduates of the program will have acquired:

- Technical foundations in object-oriented analysis, modeling, architecture, design, and construction
- Communication skills and experiences in collaborative and team-based software development
- Knowledge and skills in software project management, configuration management, and quality assurance
- Knowledge in software development process improvement and experience in agile and iterative software development process
- Technical know-how in developing, integrating, and deploying web-based enterprise applications and service oriented architecture (SOA)

**Admission Information**

Admission information for this program can be found in the Graduate Admission page on the CDM web site under Prospective Students. (http://www.cdm.depaul.edu/Prospective%20Students/Pages/GraduateAdmissions.aspx)

**Degree Requirements**

**Course Requirements**

Introductory, Foundation, Advanced, and Elective course selections are determined by the concentration chosen.

**Introductory Courses**

Introductory courses may be waived for any of the following conditions:

- The student has the appropriate course work to satisfy an Introductory Course.
- The student has appropriate and verified professional experience to satisfy an Introductory Course.
- The student passes a Graduate Assessment Examination (GAE) in the Introductory Course area.

**Degree Requirements**

Students in this degree program must meet the following requirements:

- Complete a minimum of 52 graduate credit hours in addition to any required introductory courses of the designated degree program.
- Complete all graduate courses and requirements listed in the designated degree program.
- Earn a grade of C- or better in all courses of the designated degree program.
- Maintain a cumulative GPA of 2.5 or higher.
- Students pursuing a second master's degree must complete a minimum of *52 graduate credit hours beyond their first designated degree program in addition to any required introductory courses in their second designated degree program.

*53 graduate credit hours required for MS Information Systems.
Entrepreneurship and Technology Leadership Concentration

In the current IT environment, software development projects are increasingly treated as business propositions in which the product under development must deliver real and measurable value to the organization. As such, Software Engineers often need increasingly sophisticated knowledge of the business environment in order to advance in their careers beyond the purely technical track. This concentration will bridge the areas of software engineering and business, by equipping students to understand the financial, marketing, management, and entrepreneurial context in which most software development projects are executed.

The concentration will include course offerings from both CDM and Kellstadt Graduate School of Business. It offers the Software Engineering students the opportunities of immersing themselves in a classroom setting in which the focus is purely business oriented, as opposed to technology oriented. This concentration aims to prepare Software Engineering students for career paths in software technology focused entrepreneurship or senior technology leadership positions (CIO’s, CTO’s) in businesses.

Course Requirements

Introductory Courses

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

CDM Foundation Courses

- SE 430 OBJECT ORIENTED MODELING
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Business (Kellstadt) Foundation Courses

- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 570 ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT

Major Elective Courses

Students must take 3 courses from the list of CDM electives below and 2 courses from the list of Kellstadt courses listed below.

CDM Electives

Students may select any SE elective or the following courses:

- CSC 453 DATABASE TECHNOLOGIES
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN

The following courses are recommended:

- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 482 REQUIREMENTS ENGINEERING
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
Business (Kellstadt) Elective Courses

- MGT 502 OPERATIONS MANAGEMENT
- MGT 530 LEADERSHIP IN ORGANIZATIONS
- MGT 535 CHANGE MANAGEMENT
- MKT 555 DECISIONS IN MARKETING MANAGEMENT
- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 570 ENTERPRISE SYSTEM IMPLEMENTATION

CDM Open Elective Courses

Students must complete one CDM Open Elective Course in the 421-699 range. ANI, DC and VFX courses do not qualify. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

Gaming and Entertainment Technologies Concentration

This concentration addresses the foundations, methodologies, and tools for developing large-scale computer games and entertainment software systems.

Course Requirements

Introductory Courses

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

Foundation Courses

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
  or SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Advanced Courses

- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
- GAM 475 GAME ENGINE PROGRAMMING I

Major Elective Courses

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 Major Elective Courses. At least 2 must be SE courses.
Enterprise Software Development

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 482 REQUIREMENTS ENGINEERING
- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
- CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
- CSC 453 DATABASE TECHNOLOGIES

Software Architecture

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
- SE 581 SOFTWARE ARCHITECTURE II

Computer Security

- CNS 450 COMPUTER FORENSICS
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- CSC 439 COMPUTER SECURITY

Distributed Systems

- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES

Project Management

- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 565 IT OUTSOURCING
- IS 560 ENTERPRISE SYSTEMS

User Centered Development

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II
Software Engineering Research

- SE 690 RESEARCH SEMINAR and
  - SE 696 MASTER'S PROJECT or SE 698 MASTER'S THESIS
  o The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.)

CDM Open Elective Courses

Students must complete one CDM Open Elective Course in the 421-699 range. ANI, DC, TV, and VFX courses do not qualify. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

Capstone

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

Project Management Concentration

This concentration addresses the management of the quality of software products and processes and provides coursework in management and measurement techniques.

Course Requirements

Introductory Courses

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

Foundation Courses

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

Advanced Courses

- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 482 REQUIREMENTS ENGINEERING
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT

Major Elective Courses

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 Major Elective Courses. At least 2 must be SE courses.

Enterprise Software Development

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
• SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
• SE 482 REQUIREMENTS ENGINEERING
• SE 533 SOFTWARE VALIDATION AND VERIFICATION
• SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
• CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
• CSC 453 DATABASE TECHNOLOGIES

Software Architecture

• SE 457 SERVICE-ORIENTED ARCHITECTURE
• SE 480 SOFTWARE ARCHITECTURE I
• SE 456 ARCHITECTURE OF COMPUTER GAMES
• SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
• SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
• SE 581 SOFTWARE ARCHITECTURE II

Computer Security

• CNS 450 COMPUTER FORENSICS
• SE 525 SOFTWARE SECURITY ARCHITECTURE
• SE 526 SOFTWARE SECURITY ASSESSMENT
• CSC 439 COMPUTER SECURITY

Distributed Systems

• CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
• CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
• CSC 552 CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)
• SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES

Project Management

• SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
• SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
• SE 529 SOFTWARE RISK MANAGEMENT
• IS 556 ENTERPRISE PROJECT MANAGEMENT
• IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
• IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
• IS 565 IT OUTSOURCING
• IS 560 ENTERPRISE SYSTEMS

User Centered Development

• HCI 430 PROTOTYPING AND IMPLEMENTATION
• HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
• SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
• SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

• SE 533 SOFTWARE VALIDATION AND VERIFICATION
• CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
• CSC 448 COMPILER DESIGN
• CSC 548 ADVANCED COMPILER DESIGN
• CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

• SE 456 ARCHITECTURE OF COMPUTER GAMES
• SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
• GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
• GAM 475 GAME ENGINE PROGRAMMING I
• GAM 490 MULTIPLAYER GAME DEVELOPMENT
• GAM 575 GAME ENGINE PROGRAMMING II

Software Engineering Research

• SE 690 RESEARCH SEMINAR AND
The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

**CDM Open Elective Courses**

Students must complete one CDM Open Elective Course in the 421-699 range. ANI, DC, TV, and VFX courses do not qualify. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

**Capstone**

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

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**Software Architecture Concentration**

This concentration addresses the management and design of large-scale software systems.

**Course Requirements**

**Introductory Courses**

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

**Foundation Courses**

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
  - or SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

**Advanced Courses**

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 581 SOFTWARE ARCHITECTURE II

**Major Elective Courses**

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 Major Elective Courses. At least 2 must be SE courses.

**Enterprise Software Development**

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 482 REQUIREMENTS ENGINEERING
● SE 533 SOFTWARE VALIDATION AND VERIFICATION
● SE 560 STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
● CSC 438 FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
● CSC 453 DATABASE TECHNOLOGIES

**Software Architecture**

● SE 457 SERVICE-ORIENTED ARCHITECTURE
● SE 480 SOFTWARE ARCHITECTURE I
● SE 456 ARCHITECTURE OF COMPUTER GAMES
● SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
● SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
● SE 581 SOFTWARE ARCHITECTURE II

**Computer Security**

● CNS 450 COMPUTER FORENSICS
● SE 525 SOFTWARE SECURITY ARCHITECTURE
● SE 526 SOFTWARE SECURITY ASSESSMENT
● CSC 439 COMPUTER SECURITY

**Distributed Systems**

● CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
● CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
● CSC 552 CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)
● SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES

**Project Management**

● SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
● SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
● SE 529 SOFTWARE RISK MANAGEMENT
● IS 556 ENTERPRISE PROJECT MANAGEMENT
● IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
● IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
● IS 565 IT OUTSOURCING
● IS 560 ENTERPRISE SYSTEMS

**User Centered Development**

● HCI 430 PROTOTYPING AND IMPLEMENTATION
● HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
● SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
● SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

**Programming Languages and Compiler**

● SE 533 SOFTWARE VALIDATION AND VERIFICATION
● CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
● CSC 448 COMPILER DESIGN
● CSC 548 ADVANCED COMPILER DESIGN
● CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

**Gaming and Entertainment Technology**

● SE 456 ARCHITECTURE OF COMPUTER GAMES
● SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
● GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
● GAM 475 GAME ENGINE PROGRAMMING I
● GAM 490 MULTIPLAYER GAME DEVELOPMENT
● GAM 575 GAME ENGINE PROGRAMMING II

**Software Engineering Research**

● SE 690 RESEARCH SEMINAR and
● SE 696 MASTER'S PROJECT or SE 698 MASTER'S THESIS
  ○ The Master's Project or Thesis must represent an original contribution to the area, and may include
system development, empirical studies, or theoretical work. The scope and the details of the research project will be determined by the research supervisor, and must be approved by the student's academic advisor.

**CDM Open Elective Courses**

Students must complete one CDM Open Elective Course in the 421-699 range. ANI, DC, TV, and VFX courses do not qualify. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

**Capstone**

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

**Software Development Concentration**

This concentration addresses the foundations, methodologies, and tools for developing high quality large-scale software systems, with an emphasis on the technical issues of software development.

**Course Requirements**

**Introductory Courses**

- CSC 400 DISCRETE STRUCTURES FOR COMPUTER SCIENCE
- CSC 401 INTRODUCTION TO PROGRAMMING
- CSC 402 DATA STRUCTURES I
- CSC 403 DATA STRUCTURES II
- CSC 406 SYSTEMS I
- CSC 407 SYSTEMS II

**Foundation Courses**

- SE 430 OBJECT ORIENTED MODELING
- SE 433 SOFTWARE TESTING AND QUALITY ASSURANCE
- SE 450 OBJECT-ORIENTED SOFTWARE DEVELOPMENT
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
  - or SE 477 SOFTWARE AND SYSTEMS PROJECT MANAGEMENT

**Advanced Courses**

- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- SE 480 SOFTWARE ARCHITECTURE I
- SE 459 AGILE SOFTWARE DEVELOPMENT

**Major Elective Courses**

SE courses in the 421-699 range and courses from the list below qualify as Major Elective Courses. Students must take 3 major elective courses. At least 2 must be SE courses.

**Enterprise Software Development**

- SE 452 OBJECT-ORIENTED ENTERPRISE COMPUTING
- SE 554 ENTERPRISE COMPONENT ARCHITECTURE
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 482 REQUIREMENTS ENGINEERING
- SE 553 SOFTWARE VALIDATION AND VERIFICATION
Software Architecture

- SE 457 SERVICE-ORIENTED ARCHITECTURE
- SE 480 SOFTWARE ARCHITECTURE I
- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 549 MODEL-DRIVEN SOFTWARE DEVELOPMENT
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
- SE 581 SOFTWARE ARCHITECTURE II

Computer Security

- CNS 450 COMPUTER FORENSICS
- SE 525 SOFTWARE SECURITY ARCHITECTURE
- SE 526 SOFTWARE SECURITY ASSESSMENT
- CSC 439 COMPUTER SECURITY

Distributed Systems

- CSC 435 DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
- CSC 536 DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
- CSC 552 CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES

Project Management

- SE 468 SOFTWARE MEASUREMENT/PROJECT ESTIMATION
- SE 475 MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
- SE 529 SOFTWARE RISK MANAGEMENT
- IS 556 ENTERPRISE PROJECT MANAGEMENT
- IS 535 INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
- IS 533 ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
- IS 565 IT OUTSOURCING
- IS 560 ENTERPRISE SYSTEMS

User Centered Development

- HCI 430 PROTOTYPING AND IMPLEMENTATION
- HCI 440 INTRODUCTION TO USER-CENTERED DESIGN
- SE 453 ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
- SE 546 SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS

Programming Languages and Compiler

- SE 533 SOFTWARE VALIDATION AND VERIFICATION
- CSC 447 CONCEPTS OF PROGRAMMING LANGUAGES
- CSC 448 COMPILER DESIGN
- CSC 548 ADVANCED COMPILER DESIGN
- CSC 535 FORMAL SEMANTICS OF PROGRAMMING LANGUAGES

Gaming and Entertainment Technology

- SE 456 ARCHITECTURE OF COMPUTER GAMES
- SE 558 ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES
- GAM 453 TOOL PROGRAMMING FOR GAME DEVELOPMENT
- GAM 475 GAME ENGINE PROGRAMMING I
- GAM 490 MULTIPLAYER GAME DEVELOPMENT
- GAM 575 GAME ENGINE PROGRAMMING II

Software Engineering Research

- SE 690 RESEARCH SEMINAR and
- SE 696 MASTER'S PROJECT or SE 698 MASTER'S THESIS
  - The Master's Project or Thesis must represent an original contribution to the area, and may include system development, empirical studies, or theoretical work. The scope and the details of the research
project will be determined by the research supervisor, and must be approved by the student’s academic advisor.

**CDM Open Electives**

Students must complete one CDM Open Elective Course in the 421-699 range. ANI, DC, TV, and VFX courses do not qualify. Credit for courses taken outside of the school will only be given if approved by a faculty advisor.

**Capstone**

Students must complete the following courses as a sequence in consecutive quarters.

- SE 491 SOFTWARE ENGINEERING STUDIO
- SE 591 SOFTWARE ENGINEERING STUDIO II

**Sports Management (MBA)**

Sports Management is the combination of planning, organizing, directing, controlling, and leading for sports organizations. Sports-related businesses include professional and collegiate athletics, fitness and racquet clubs, hotels and resorts, and sports-related consumer businesses (athletic apparel, sports drinks and nutrition, etc.).

Lessons from leading sports coaches may be applied in the workplace, where managers motivate employees to perform to their potential. Coaching in organizations may be defined as a management style, or as a subset of behaviors that managers perform, that enable people to learn lessons from their experience.

**Admission Information**

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

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**For the weekend MBA and MS in Economic Policy Analysis programs:**

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Concentrations

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.
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Evening M.B.A. (All Campuses)

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O’Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

Students complete the Sports Management concentration by taking the following three courses:

- MGT 519 SPORTS MANAGEMENT
- Choose two from the following
  - MGT 508 QUALITY MANAGEMENT SYSTEMS
  - MGT 523 RECRUITMENT AND SELECTION
  - MGT 524 LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
  - MGT 545 MANAGING SERVICE OPERATIONS
  - MGT 563 NEGOTIATION SKILLS
  - MGT 598 PROJECT MANAGEMENT: SEMINAR IN OPERATIONS MANAGEMENT
  - MGT 798 SPECIAL TOPICS or MKT 798 SPECIAL TOPICS When topic pertains to concentration
Strategic Global Marketing (MBA)

The Strategic Global Marketing concentration is designed to help students learn to incorporate into their decision-making the issues that arise from the interconnected, multidimensional, and complex global marketplace. It is imperative that business students be educated to respond to an interdependent world of marketing challenges and opportunities. After completing the concentration, students will be able to:

- Develop and implement marketing strategies and programs in an international context.
- Apply analytical approaches for systematically examining target-country macro and market environments.
- Gain insights into alternative marketing approaches to emerging markets.
- Understand intercultural and cross-cultural approaches for the preparation and implementation of marketing programs in an international context.
- Analyze, assess, and manage political risk in an international context.

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**Degree Requirements**

**Strategy, Execution and Valuation (MBA)**

Designed for MBA candidates destined for higher levels of corporate management, management consulting, investment banking, equity research, or money management, the Strategy, Execution, and Valuation (SEV) concentration immerses MBA candidates in deep financial analysis that supports business strategy, the seamless connection necessary between strategy and execution, and advanced applications for bridging strategic analysis to financial forecasts and valuation.

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O’Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

Concentration Requirements

Course Requirements

The SEV concentration is comprised of three advanced courses, focused on practical application:
Sustainable Management (MBA)

In these rapidly changing times, the growing awareness of environmental, social and financial crises have highlighted the need for a more integrative way to understand management's tasks, responsibilities and practices. In response, businesses and organizations of all kinds are coming to realize the need to develop sustainable strategies for responsibly managing their human, social, financial and natural resources (capital). In addition, organizations are responding to growing market demand for sustainable products and services.

Therefore, beyond pursuing material and energy efficiencies, emerging leaders are finding that the global challenges of the 21st century call for potentially radical innovation that puts sustainability as a fundamental, integrative strategy. This kind of innovation requires leaders to re-examine and test virtually every phase of their organization: from processes, practices and partnerships to basic models, mission, vision, purpose and values.

Admission Information

Applicants must possess the equivalent of a bachelor's degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA's applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.
Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

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An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

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Special Instructions for International Applicants

Educational Credentials For International Students or Programs

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Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

**English Proficiency**

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).

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**MBA Core Requirements**

**Course Requirements**

- ACC 500 FINANCIAL ACCOUNTING
- ACC 555 MANAGEMENT ACCOUNTING FOR DECISION-MAKING
- ECO 509 BUSINESS CONDITIONS ANALYSIS
- ECO 555 ECONOMICS FOR DECISION-MAKING
- FIN 555 FINANCIAL MANAGEMENT
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- GSB 599 STRATEGIC ANALYSIS FOR COMPETING GLOBALLY
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 555 STRATEGIC MANAGEMENT OF HUMAN RESOURCES
- MIS 555 MANAGEMENT OF INFORMATION TECHNOLOGY
- MKT 555 DECISIONS IN MARKETING MANAGEMENT

**Concentrations**

In addition to the required core courses, students have six electives they can use to take courses in a specific area of interest. These electives are typically used by students to select one or more concentrations in the area(s) that offer the knowledge, skills, and abilities that best fit the student’s educational needs and interests.

While many students choose to have a specific area of concentration, those who would like more flexibility in selecting courses may choose the general business concentration instead. With this option, the student is free to choose six courses from several different areas of study within the graduate school of business.

If a student does not indicate a specific concentration of interest in the application for admission the student will be assigned to the general business concentration.

**M.B.A. Options**

**Day M.B.A. (Full-time Accelerated)**

The Day M.B.A. Program fulfills the business world’s demand for M.B.A. graduates with the ability to understand and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first four terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration classes at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA
concentrations offered by the Kellstadt Graduate School of Business.

**Evening M.B.A. (All Campuses)**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business.

Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

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Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.

**Concentration Requirements**

**Course Requirements**

- MGT 515 SUSTAINABLE MANAGEMENT
- Select any two of the following five courses:
  - FIN 559 SUSTAINABLE VALUE CREATION
  - ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
  - CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION: Environmental Rhetoric and Politics
  - MGT 595 SOCIAL ENTREPRENEURSHIP
  - GSB 595 DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM

**Sustainable Management (MS)**

The growing awareness of environmental, social and financial crises have highlighted the need for a more integrative way to understand management's tasks, responsibilities and practices. In response, businesses and organizations of all kinds are coming to realize the need to develop sustainable strategies for responsibly managing their human, social, financial and natural resources (capital). In addition, organizations are responding to growing market demand for sustainable products and services.

Therefore, beyond pursuing material and energy efficiencies, emerging leaders are finding that the global challenges of the 21st century call for potentially radical innovation that puts sustainability as a fundamental, integrative strategy. This kind of innovation requires leaders to re-examine and test virtually every phase of their
Learning Goals

The Master of Science in Sustainable Management will prepare students to successfully respond to today’s challenges by developing new skills and approaches. Students will have the opportunity to do the following:

- Employ an **orienting method** for assessing, challenging and re-framing the traditional practices of management through the lens of sustainability to better understand the impact organizations have on the social and ecological environment. Students will learn how to challenge their own assumptions and see their thinking as an arc of pragmatic inquiry.
- Demonstrate the capacity for **systems-thinking** as a perspective for interdisciplinary analysis and decision-making to develop organizational strategies. Students will learn how to take multiple stakeholder perspectives when addressing complex systems and complex problems.
- Demonstrate the capacity to analyze the way societies and organizations **use and value** the natural, financial, social and human resources (capital) required to deliver the needed goods and services. Students will learn how to analyze the values and assumptions at work in any business enterprise.
- Develop the technical competence to account for, connect, and measure the economic, social and environmental **impacts** of organizational decisions.

Admission

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

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Application Deadlines

**For the day MBA program (Full-time):**
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Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

**For the weekend MBA and MS in Economic Policy Analysis programs:**

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

**For all other graduate business programs:**

Applications must be submitted by:

- July 1st for the Autumn Quarter
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**Readmission**

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English Proficiency

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Degree Requirements

Course Requirements

To complete the Master of Science in Sustainable Management students must complete a total of 12 courses. Six courses are required core courses, three are selected from the list of business foundation electives and three are selected from the list of interdisciplinary electives.

Required Core Courses (6 courses)

- MGT 515 SUSTAINABLE MANAGEMENT
- ACC 500 FINANCIAL ACCOUNTING
- ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
- FIN 559 SUSTAINABLE VALUE CREATION
- ENV 506 EARTH RESOURCES AND HUMAN SOCIETY
- MKT 798 SPECIAL TOPICS- Green Marketing
- GSB 595 DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM

Business Foundation Electives (3 courses)

- ECO 509 BUSINESS CONDITIONS ANALYSIS
- GSB 420 APPLIED QUANTITATIVE ANALYSIS
- MGT 500 MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR
- MGT 502 OPERATIONS MANAGEMENT
- MGT 508 QUALITY MANAGEMENT SYSTEMS
- MGT 535 CHANGE MANAGEMENT
- MGT 556 ETHICS AND LEADERSHIP: STREETS OF CHICAGO
- MGT 595 SOCIAL ENTREPRENEURSHIP
- MKT 798 SPECIAL TOPICS- EMERGING MARKETS

Interdisciplinary Electives (3 courses)

- ECO 423 ENVIRONMENTAL ECONOMICS AND PUBLIC POLICY
- ECO 424 MICROECONOMIC THEORY
- ECO 425 PUBLIC ECONOMICS
- CMNS 529 TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION- Environmental Rhetoric and Politics
- GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
- MPS 511 SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS
- MPS 604 SPECIAL TOPICS- Environmental policy and Sustainability
- MPS 611 MANAGEMENT OF INTERNATIONAL NGOs
- RE 798 SPECIAL TOPICS- Sustainable Building and Real Estate
- MLS 409 ENVIRONMENT AND SOCIETY
- GSB 650 RELIGIOUS ETHICS AND ECONOMICS (CROSS-LISTED AS PHL 650 & MLS 442)
Taxation (MS)

The Master of Science in Taxation program provides an integrated program of study that provides the foundation for exceptional performance and leadership in the field of taxation. Students admitted to the program are presumed to aspire to attain the highest levels of responsibility in their firms, businesses, and organizations by adding value through technical competencies; analytical, communications and interpretive skills; and leadership to their clients or organizations.

Individuals with an M.B.A. degree or students currently enrolled in the M.B.A. program may have up to six of their M.B.A. courses count toward the requirements of the Master of Science in Taxation degree. The exact number of courses that can be double-counted in this manner depends upon the specific content and age of coursework.

Admission Information

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

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All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

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Application Deadlines

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**Degree Requirements**

**Course Requirements**

Students complete the M.S. in Taxation degree by taking 12 courses. Five of the 12 courses are required. Three of the 12 are selected from among a list of electives in Taxation. Four of the 12 courses may be electives selected from any area of the Kellstadt Graduate School of Business, with exceptions and restrictions as noted below. Students are expected to choose their electives in consultation with the faculty director of the program.

The following five courses are required:

- ACC 558 TAX RESEARCH
- ACC 560 TAXATION OF CORPORATIONS AND SHAREHOLDERS
- ACC 565 TAX ACCOUNTING, PERIODS, AND METHODS
- ACC 566 FEDERAL INCOME TAX PROCEDURES
- ACC 598 SEMINAR ON CURRENT PROBLEMS IN TAXATION

Choose at least three from among the following:

- ACC 559 TOPICS IN INDIVIDUAL AND CORPORATE TAXATION
- ACC 561 CORPORATE REORGANIZATIONS
- ACC 562 CONSOLIDATED RETURNS
- ACC 563 PARTNERSHIPS
- ACC 564 TRANSACTIONS IN PROPERTY
- ACC 567 INTERNATIONAL ASPECTS OF U.S. TAXATION
- ACC 568 TAXATION OF CLOSELY HELD CORPORATIONS
- ACC 569 CONCEPTS OF DEFERRED COMPENSATION
- ACC 570 STATE AND LOCAL INCOME AND FRANCHISE TAXATION
- ACC 571 ESTATE AND GIFT TAXATION
- ACC 572 CONCEPTS OF STATE PROPERTY AND TRANSACTION TAXATION
- ACC 573 INCOME TAXATION OF ESTATES, TRUSTS AND DECEDEXTENTS
- ACC 574 ESTATE PLANNING
- ACC 576 FEDERAL TAX VALUATION
- ACC 580 ACCOUNTING FOR INCOME TAXES
- ACC 581 TAXATION OF REAL ESTATE
- ACC 582 ADVANCED CONCEPTS IN INTERNATIONAL TAXATION
- ACC 591 TAX EXEMPT ORGANIZATIONS
- ACC 798 SPECIAL TOPICS SPECIAL TOPICS IN TAXATION
Choose four free electives from the list above or in accordance with the statement on free electives found below.

**Free Electives**

May be tax courses, or non-tax courses with the approval of the faculty director, but may not include ACC 500, ACC 541, ACC 542, ACC 543, ACC 545, ACC 547, ACC 548, ACC 550, ACC 551, ACC 552, ACC 555, ACC 584, ACC 690, BLW 500, ECO 500, ECO 509, MGT 500, MGT 502 and MGT 529.

**Degree Requirements**

- Satisfactory completion of the college residency requirement.
- Satisfactory completion of 45 quarter hours applicable to the degree.
- Satisfactory completion of at least eight taxation courses or a minimum of 32 quarter hours in taxation.
- All courses for credit toward the degree must be completed with satisfactory grades within six calendar years after the candidate’s first term of enrollment in the Kellstadt Graduate School of Business. After a lapse of six years a course is expired. An expired course is not acceptable for the purpose of satisfaction of degree requirements and is not applicable to the degree without the written permission of the program director or the Kellstadt Graduate School of Business.

**Secondary Education Biology (MED)**

The TEACH Program combines a College of Science and Health (CSH) undergraduate Biology major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Biology Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Certification**

Type 09 Secondary Education Science-Biology (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Criteria for admission to the TEACH Program

During Junior year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching.
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being.
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively.
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner.
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning.
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students.
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development.
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.).
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy.
• Balances self-confidence and assertiveness with respect for others' perspectives.
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved.

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.
Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

### Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

#### Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

#### Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

#### Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

### Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.
Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE
- TCH 464 INQUIRY & TEACHING OF MIDDLE SCHOOL SCIENCE
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Student Teaching: 10 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Biology students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Biology Content Area Test (test #105) – assesses knowledge of biological and physical science. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Chemistry (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Chemistry major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Chemistry Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master’s level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students’ fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Certification

Type 09 Secondary Education Science-Chemistry (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and
material resources and technology to inform his or her teaching

- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements.
in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.
Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

**Content Area Requirements for Secondary Chemistry Education:**

All coursework in the content area must earn a grade of C or better.

- General Chemistry I
- General Chemistry II
General Chemistry III  
Organic Chemistry I  
Organic Chemistry II  
Analytical Chemistry  
Physical Chemistry I  
Physical Chemistry II  
Applied Probability and Statistics (2 qh)  
Chemistry Seminar (2qh)  
Calculus I  
Calculus II  
Calculus III  
General Physics I  
General Physics II  
General Physics III  

Choose three of the following Chemistry courses: 12 quarter hours  
- Organic Chemistry III  
- Air Chemistry  
- Solid Waste Chemistry  
- Physical Chemistry III  
- Intermediate Inorganic Chemistry  
- Intermediate Organic Chemistry  
- Biochemistry I  
- Biochemistry II  
- Biochemistry III  
- Nuclear Chemistry  
- Biophysical Chemistry  
- Medicinal Chemistry  
- Drugs and Toxicology  
- Nutrition  
- Applied Spectroscopy  

**Junior Year Coursework : 4 undergraduate quarter hours required**  
- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)  

**Senior Year Coursework : 16 quarter hours required**  
- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)  

**Undergraduate/ Graduate Double-Counted Courses: 12 undergraduate/ graduate quarter hours required**  
- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL  
- TCH 414 THE NATURE OF SCIENCE  
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY  

**5th Year Master’s Year Coursework, excluding Student Teaching : 28 graduate quarter hours required**  
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY  
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD  
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE  
- TCH 464 INQUIRY & TEACHING OF MIDDLE SCHOOL SCIENCE  
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1  
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2  
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION  

**Student Teaching : 10 graduate quarter hours required**  
Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.  
- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)  
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Biology students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science as well as general biological and physical sciences. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education English (MED)

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate English major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary English Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th year Master’s level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Senior Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education; research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.
Certification
Type 09 Secondary Education English Language Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.
Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions

Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)

Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

 Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching

Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being

 Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner

Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning

Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students

Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)

Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

Balances self-confidence and assertiveness with respect for others' perspectives

Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.
The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

### Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

### Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

### Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

### Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

### Degree Conferral and Graduation
The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer I and summer II).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency
must be completed prior to beginning student teaching.

Content Area Requirements for Secondary English Education

All coursework in the content area must earn a grade of C or better. and a minimum of 18 quarter hours must be coursework at an undergraduate upper level or graduate level

- Introduction to Literature course
- Reading Poetry course
- Shakespeare course
- Literary Research and Writing/Reading Prose course
- Linguistics/Grammar/History of the English Language course
- 3 British Literature courses
- Romanticism in American Literature course
- 2 American Literature courses
- 2 300-level Literature elective courses

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/ Graduate Double-Counted Courses: 12 undergraduate/ graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 411 THE NATURE OF ENGLISH
- TCH 421 INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 451 RESEARCH METHODS & DISCIPLINARY INQUIRY: ENGLISH
- TCH 461 INQUIRY & TEACHING OF MIDDLE SCHOOL ENGLISH
- TCH 471 TEACHING ENGLISH IN THE HIGH SCHOOL 1
- TCH 481 TEACHING ENGLISH IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Student Teaching: 10 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education English students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- English Language Arts Content Area Test (test #111) – assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Environmental Science (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Environmental Science major or some other disciplinary major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Environmental Science Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education; research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Certification

Type 09 Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German,
Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction
courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/ Graduate Double-Counted Courses: 12 undergraduate/ graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE
- TCH 464 INQUIRY & TEACHING OF MIDDLE SCHOOL SCIENCE
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Student Teaching: 10 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Environmental Science students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Environmental Science Content Area Test (test #112) – assesses knowledge life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete
supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Secondary Education History (MED)**

The TEACH Program combines a College of Liberal Arts and Social Sciences (LAS) undergraduate History major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary History Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

**Certification**

Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well-being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German,
Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction
courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master's Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

**Content Area Requirements for Secondary History Education**

All coursework in the content area must earn a grade of C or better.

- HST 298 INTRODUCTION TO HISTORICAL SOURCES AND METHODS (serves as prerequisite for HST 299)
- HST 299 CRAFT OF HISTORY (serves as prerequisite for upper division History courses)
- 4 US History courses
- 4 Non-US History courses
  *A minimum of four History courses must be at the upper division level (300-level) with at least one of those courses in non-US History.
- Additional certification requirements (minimum of one course in each discipline required):
  - GEO 101 EARTH’S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSPHERE, BIOSPHERE
  - ECO 106 PRINCIPLES OF MACROECONOMICS
  - PSC 120 THE AMERICAN POLITICAL SYSTEM
  - SOC 101 INTRODUCTION TO SOCIOLOGY
  - ANT 102 CULTURAL ANTHROPOLOGY
  - PSY 105 INTRODUCTORY PSYCHOLOGY I

**Junior Year Coursework : 4 undergraduate quarter hours required**

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework: 16 quarter hours required**

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

**Undergraduate/ Graduate Double-Counted Courses: 12 undergraduate/ graduate quarter hours required**

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 412 THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
- TCH 422 INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY

**5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required**

- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 452 RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES
- TCH 462 INQUIRY & TEACHING OF MIDDLE SCHOOL HISTORY AND THE SOCIAL SCIENCE
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

**Student Teaching: 10 graduate quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Social Science: History Test (test #114) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete
supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Mathematics (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Mathematics major or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Math Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students’ undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Certification

Type 09 Secondary Education Mathematics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Criteria for admission to the TEACH Program

During Junior Year
• Junior standing (88 or more credit hours)
• Declared, relevant CSH major
• Completion of at least 16 credit hours here at DePaul
• Completion of TCH 320 (JYEL course)
• Overall GPA of 3.0

Application process

• Submit a completed COE application form
• Submit DePaul University unofficial transcripts
• Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
• Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

• Completion of undergraduate degree audit
• Completion of TCH sequence and capstone coursework (during Senior Year)
• Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
• Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
• Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

• Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
• Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
• Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
• Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
• Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign
language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th
To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary Mathematics Education:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning
  or Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers I
  or Abstract Algebra II
- Geometry I
- Geometry II
Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 413 THE NATURE OF MATHEMATICS
- TCH 423 INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 453 RESEARCH METHODS & DISCIPLINARY INQUIRY: MATHEMATICS
- TCH 463 INQUIRY & TEACHING OF MIDDLE SCHOOL MATHEMATICS
- TCH 473 TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
- TCH 483 TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Student Teaching: 10 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 25 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAIR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) – assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Mathematics Content Area Test (test #115) – assesses knowledge of processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Secondary Education Physics (MED)

The TEACH Program combines a College of Science and Health (CSH) undergraduate Physics major or some other disciplinary major with a graduate level College of Education (COE) Master's in Education Program. Students graduate with a BS in their CSH disciplinary major and a MEd in Education with a State of Illinois Secondary Physics Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master's level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Certification

Type 09 Secondary Education Science-Physics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Criteria for admission to the TEACH Program

During Junior Year

- Junior standing (88 or more credit hours)
- Declared, relevant CSH major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall GPA of 3.0

Application process
Submit a completed COE application form
Submit DePaul University unofficial transcripts
Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student's undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year

Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field
partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendence at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not
announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Course Requirements**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the CSH undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their CSH academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Physics I
- Meth of Computational & Theoretical Physics II
- 5 Physics Electives
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Calculus I
- Multivariable Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III

**Junior Year Coursework:** 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

**Senior Year Coursework:** 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills
Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 414 THE NATURE OF SCIENCE
- TCH 424 INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required

- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 454 RESEARCH METHODS & DISCIPLINARY INQUIRY: SCIENCE
- TCH 464 INQUIRY & TEACHING OF MIDDLE SCHOOL SCIENCE
- TCH 474 TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
- TCH 484 TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

Student Teaching: 10 graduate quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Physics Content Area Test (test #116) – assesses knowledge of life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Secondary Education Social Science (MED)

The TEACH Program combines a Liberal Arts and Social Sciences (LAS) undergraduate Social Science major (Anthropology, Economics, Geography, Political Science, Psychology, or Sociology) or some other disciplinary major with a graduate level College of Education (COE) Master’s in Education Program. Students graduate with a BA or BS in their LAS disciplinary major and a MEd in Education with a State of Illinois Secondary Social Science
Certification.

The Program features the integration of disciplinary content with educational foundations and pedagogical content knowledge. The Junior Year Experiential Course, Senior Capstone Course, and three double-counted undergraduate/graduate courses offer students a seamless transition from undergraduate to graduate studies and from major-field coursework to teacher-preparation coursework. For undergraduate disciplinary major requirements, please refer to the appropriate undergraduate program website.

The 5th-year Master's level coursework builds on students' undergraduate experiences through a series of integrated courses that include consistent and long-term field experiences culminating in a student-teaching experience during the Spring of students' fifth year. Within the COE, the Junior Year Experiential Course, Capstone Course, and Master’s level coursework are part of the Department of Teacher Education. This coursework is designed to immerse students into the teaching profession by linking and integrating disciplinary content with an understanding of human development; diverse students; middle-school and secondary education, research on pedagogical content knowledge; the social and cultural contexts of education; and the development and assessment of content-area curricula. The Program engages teacher candidates in critical reflection on their teacher development and practice. It fosters engagement in schools through placement of students in field experiences in schools and community agencies. Upon completion of the TEACH Program, teacher candidates measure themselves against the values of the COE conceptual framework through the development of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to participate in a minimum of 140 hours of field experiences in schools and community sites. These field experience hours are completed in conjunction with coursework and are integral to successful completion of the Program. In addition, students must complete a minimum of 10 weeks of full-time student teaching in a designated middle or high school.

Certification

Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Criteria for admission to the TEACH Program

During Junior year

- Junior standing (88 or more credit hours)
- Declared, relevant LAS major
- Completion of at least 16 credit hours here at DePaul
- Completion of TCH 320 (JYEL course)
- Overall gpa of 3.0

Application process

- Submit a completed COE application form
- Submit DePaul University unofficial transcripts
- Submit two letters of recommendation (at least one from a faculty member in disciplinary major)
- Submit a 750-word essay on teaching interests and goals

A subcommittee of the Program’s Coordinating Committee with expertise in the student’s undergraduate disciplinary major reviews all applications. Upon acceptance to the Program, students will be notified via email and letter and assigned a CSH disciplinary advisor and COE academic advisor.

Admission to the TEACH Program does not constitute admission to the 5th Year Master’s level coursework.

Criteria for admission to 5th year Master’s year
Upon completion of undergraduate major program

- Completion of undergraduate degree audit
- Completion of TCH sequence and capstone coursework (during Senior Year)
- Completion of ISBE Basic Skills Test or Test of Academic Proficiency (TAP) (during Senior Year or earlier)
- Completion of COE Technology skills assessment (EDU 025) (during Senior Year or earlier)
- Maintenance of a 3.0 GPA

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
• Pass the required Illinois certification content area test

Clinical Requirements:

• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.
Degree Requirements

Course Requirements

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Typically these requirements are met concurrently with the completion of the LAS undergraduate degree program. Prior to admission to the 5th Year Master’s Year, students must meet with their LAS academic advisor to complete an undergraduate degree audit that will include an official written content area evaluation. Any areas of deficiency must be completed prior to beginning student teaching.

Content Area Requirements for Secondary History Education:

All coursework in the content area must earn a grade of C or better.

- HST 298 INTRODUCTION TO HISTORICAL SOURCES AND METHODS
- HST 299 CRAFT OF HISTORY
- 3 US History courses
- 2 Non-US History courses
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.
- Additional certification requirements: (one course in each area required)
  - GEO 101 EARTH’S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSPHERE, BIOSPHERE
  - ECO 106 PRINCIPLES OF MACROECONOMICS
  - PSC 120 THE AMERICAN POLITICAL SYSTEM
  - SOC 101 INTRODUCTION TO SOCIOLOGY
  - ANT 102 CULTURAL ANTHROPOLOGY
  - PSY 105 INTRODUCTORY PSYCHOLOGY I

Junior Year Coursework: 4 undergraduate quarter hours required

- TCH 320 EXPLORING TEACHING IN THE URBAN HIGH SCHOOL (fulfills undergraduate Junior Year Experiential Course requirement)

Senior Year Coursework: 16 quarter hours required

- TCH 390 CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS (fulfills undergraduate Capstone requirement; major area may require a separate Capstone course)

Undergraduate/Graduate Double-Counted Courses: 12 undergraduate/graduate quarter hours required

- TCH 401 TEACHING AS A PROFESSION IN SECONDARY SCHOOL
- TCH 412 THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
- TCH 422 INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY

5th Year Master’s Year Coursework, excluding Student Teaching: 28 graduate quarter hours required
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- TCH 452 RESEARCH METHODS & DISCIPLINARY INQUIRY: HISTORY AND THE SOCIAL SCIENCES
- TCH 462 INQUIRY & TEACHING OF MIDDLE SCHOOL HISTORY AND THE SOCIAL SCIENCE
- TCH 472 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
- TCH 482 TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
- TCH 495 ASSESSMENT ISSUES IN SECONDARY EDUCATION

**Student Teaching: 10 graduate quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete. It is a non-credit, non-tuition course.

- TCH 590 STUDENT TEACHING (6 hours, grade of B- or better required)
- TCH 591 STUDENT TEACHING SEMINAR (4 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Social Science History Test (test #114) – assesses core knowledge of history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Students should enter field experience hours into the FEDS system upon completion of each course with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Early Childhood Education (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.
Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and child care centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the IL Type 04 Certificate. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

An additional Early Childhood Bilingual/ESL endorsement option of seven courses including a practicum is available.

Certification

Type 04 Early Childhood Education (Birth-grade 3) Illinois State Board of Education (ISBE) approved program and Early Childhood Special Education Approval for Preschool (ages 3-6)

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the
University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category. Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification
Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).
**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**
EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
SCG 404 HUMAN DEVELOPMENT AND LEARNING: THE EARLY YEARS
T&L 421 CHILD AND FAMILY IN THE MULTICULTURAL COMMUNITY
T&L 423 UNDERSTANDING YOUNG CHILDREN'S BEHAVIOR
T&L 431 EARLY LANGUAGE AND LITERACY DEVELOPMENT (T&L 401 is co-requisite)

Advanced Standing Courses: 32 quarter hours required

- T&L 410 CHILDREN'S LITERATURE AND FAMILY LITERACY
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (T&L 432 is prerequisite)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (T&L 432 is co-requisite)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Heath, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally, candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 596 EARLY CHILDHOOD STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Field Experiences
Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Four special field experience courses (T&L 400, T&L 401, T&L 402, and T&L 403) are associated with theory courses and should be taken concurrently with the specified theory courses. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Early Childhood Education (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 145 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with curriculum and theory courses that require students to spend a half-day each week in a child care center or school; some of the field experience can be completed in worksite locations. Twenty-five the hours that apply to working with families may be completed in evenings or weekends. In addition, the student must spend a minimum of 12 weeks in full-time student teaching.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in early childhood education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary schools and child care centers. Graduates earn the Master of Arts or Master of Education degree and are entitled to apply for the IL Type 04 Certificate. In addition, teacher candidates meet IL Approval for Teaching Young Children with Special Needs, ages 3-6. All of these elements are built into the required curriculum.

An additional Early Childhood Bilingual/ESL endorsement option of seven courses including a practicum is available.

Certification

Type 04 Early Childhood Education (Birth-grade 3) Illinois State Board of Education (ISBE) approved program and Early Childhood Special Education Approval for Preschool (ages 3-6)
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements
Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not
announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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### Degree Requirements

#### Course Requirements

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- SCG 404 HUMAN DEVELOPMENT AND LEARNING: THE EARLY YEARS
- T&L 421 CHILD AND FAMILY IN THE MULTICULTURAL COMMUNITY
- T&L 423 UNDERSTANDING YOUNG CHILDREN’S BEHAVIOR
- T&L 431 EARLY LANGUAGE AND LITERACY DEVELOPMENT (T&L 401 is co-requisite)

**Advanced Standing Courses: 32 quarter hours required**

- T&L 410 CHILDREN’S LITERATURE AND FAMILY LITERACY
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8) (T&L 432 is prerequisite)
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (T&L 432 is prerequisite)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (T&L 432 is co-requisite)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

#### Heath, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, a transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

#### Student Teaching: 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 596 EARLY CHILDHOOD STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Four special field experience courses T&L 400, T&L 401, T&L 402, and T&L 403) are associated with theory courses and should be taken concurrently with the specified theory courses. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Elementary Education (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban as well as public and private elementary schools. Students follow a suggested course of study for elementary and middle school levels with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in
diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 125-135 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend a regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

**Certification**

Type 03 Elementary Education (Self-Contained) (Kindergarten-grade 9) Illinois State Board of Education (ISBE) approved program

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**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

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**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and
care for learners and concern for their emotional and physical well being

- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.
Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).
After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Prerequisites**

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

**Course Requirements:**

**Pre-Education Introductory Courses: 17 quarter hours required**

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- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB
- T&L 418 LEARNING THROUGH THE ARTS (FORMERLY CDG 418)
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 31 quarter hours required**

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 583 FIELD EXPERIENCE LAB (public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE
- T&L 422 CLASSROOM ASSESSMENT

**Student Teaching : 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 585 ELEMENTARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Elementary majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Elementary/Middle Grades Content Area Test (test #110) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #102, grade K-9) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required.
The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Elementary Education (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes five distinctive features: 1) Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching; 2) Multiculturalism is infused throughout the curriculum; 3) Field experiences are an integral part of the curriculum; 4) Students are exposed to a variety of educational theories; 5) The program includes a research component as a basis for further professional development.

The program in elementary education prepares students to teach children in a variety of educational settings, including urban and suburban as well as public and private elementary schools. Students follow a suggested course of study for elementary and middle school levels with corresponding field experiences. Graduates earn the Master of Arts or Master of Education degree and are qualified for elementary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in elementary education work in diverse settings such as museums, corporations, media and the arts.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 125-135 hours of daytime field experiences in schools. These school-based clinical experiences are completed in conjunction with methodology courses that require students to spend a regular periods of time in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

Certification

Type 03 Elementary Education (Self-Contained) (Kindergarten-grade 9) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
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Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of
requirements and after DePaul has submitted notification to ISBE. Application requirements include application
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements
are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an
evaluation request.

**Degree Requirements**

**Content Area Prerequisites**

Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the
Elementary level. DePaul’s program requires that students in the Elementary program have a minimum of one
course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US
history or American government. These courses may be taken at the undergraduate level and may have been
included in the student’s bachelor’s degree program. Elementary Education students will be evaluated by an
academic advisor after admission to determine if additional coursework is needed. Completion of content area
requirements are not prerequisites for admission, however coursework must be completed before student
teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking
content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

**Course Requirements:**

**Pre-Education Introductory Courses: 17 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB
- T&L 418 LEARNING THROUGH THE ARTS (FORMERLY CDG 418)
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 31 quarter hours required**

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADERS
- T&L 583 FIELD EXPERIENCE LAB (public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE
- T&L 422 CLASSROOM ASSESSMENT

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core
section. EDU 25 indicates to the Illinois State Board of Education that all field experience hours are complete.
T&L 585 ELEMENTARY STUDENT TEACHING (6 hours, grade of B- or better required)
T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 hours)
EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course:**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Elementary majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Elementary/Middle Grades Content Area Test (test #110) – assesses knowledge of language arts and literacy, mathematics, science, social sciences, the arts, health, and physical education. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #102, grade K-9) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

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**Teaching and Learning: Secondary Education - Biology (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.
The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Biology (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the
University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification
Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).
Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Course Requirements

Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Biology**

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 16 quarter hours required**

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION **

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

**Graduate Level Content Area Courses: 12 quarter hours required**

Three courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- BIO 300 or 400 level biology course 1
- BIO 300 or 400 level biology course 2
- BIO 300 or 400 level biology course 3

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Biology majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Biology (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional
portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Biology (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.
Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Biology include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION **

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Biology at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your
Content Area Advisor prior to registration and requires graduate level registration.

- BIO 300 or 400 level biology course 1
- BIO 300 or 400 level biology course 2
- BIO 300 or 400 level biology course 3

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Biology majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Biology Content Area Test (test #105) – assesses knowledge of both biological science and physical science. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Chemistry (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Chemistry (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test
Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.
All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy
Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2
- CHE 300 or 400 level chemistry course 3

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY student teaching (6 hours, grade of B- or better required)
- T&L 591 SECONDARY student teaching seminar (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.
Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Chemistry majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Chemistry (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.
The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 09 Secondary Education Science-Chemistry (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

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**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

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**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well-being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

• Maintain a DePaul Graduate 3.00 GPA
• Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
• Pass the COE basic computer competency assessment (EDU 25 registration required)
• Pass the minimum of 8 credit hours
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German,
Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction
courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Chemistry include:**

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.
Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND Communicating Across the Curriculum
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION **

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Chemistry at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHE 300 or 400 level chemistry course 1
- CHE 300 or 400 level chemistry course 2
Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/Optional Course:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Chemistry majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Chemistry Content Area Test (test #106) – assesses knowledge of both geological and chemical science. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - English (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education English Language Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form
Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:
• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.
Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Course**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education: English**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 24 quarter hours required**

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 426 TEACHING WRITING **
- T&L 428 TEACHING LITERATURE **
- T&L 429 TEACHING YOUNG ADULT LITERATURE

**Note:** Students matriculating in Fall 2012, and currently enrolled students who have not yet taken T&L 426 and T&L 428 are advised to substitute TCH 471 and TCH 481 for T&L 426 and T&L 428.

**Graduate Level Content Area Course: 4 quarter hours required**

One course in English at the graduate level is required. Course must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Course must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
• ENG 300 or 400 level English course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

• T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
• T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
• EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

• T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY(required) **

**Note: Beginning Fall 2012, students may take T&L 611 the quarter before their student teaching, or take T&L 611 after student teaching. Students who have already student taught will have priority in registering for T&L 611, so that their graduation is not delayed.

Students matriculating Fall 2012 will take TCH 495 in place of T&L 611. TCH 495 is an Advanced Standing course. Beginning in Winter 2013, currently enrolled students with Advanced Standing are advised to substitute TCH 495 for T&L 611, if it fits their schedule to do so. TCH 495 will be offered each year in Winter quarter.

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

• SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

• T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education English majors must complete the following tests:

• Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
• English Language Arts Content Area Test (test #111) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
• Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - English (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education English Language Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
College Requirements

Dispositions
The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing
Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
• Pass the required Illinois certification content area test

**Clinical Requirements:**

• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.
All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education: English

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 24 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 426 TEACHING WRITING**
- T&L 428 TEACHING LITERATURE**
- T&L 429 TEACHING YOUNG ADULT LITERATURE

**Note: Students matriculating in Fall 2012, and currently enrolled students who have not yet taken T&L 426 and T&L 428 are advised to substitute TCH 471 and TCH 481 for T&L 426 and T&L 428.

Graduate Level Content Area Course: 4 quarter hours required
One course in English at the graduate level is required. Course must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Course must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENG 300 or 400 level English course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 the quarter before their student teaching, or take T&L 611 after student teaching. Students who have already student taught will have priority in registering for T&L 611, so that their graduation is not delayed.

Students matriculating Fall 2012 will take TCH 495 in place of T&L 611. TCH 495 is an Advanced Standing course. Beginning in Winter 2013, currently enrolled students with Advanced Standing are advised to substitute TCH 495 for T&L 611, if it fits their schedule to do so. TCH 495 will be offered each year in Winter quarter.

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education English majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- English Language Arts Content Area Test (test #111) assesses reading, writing and research, speaking and listening, and literature. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Environmental Science (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
Meet designated program standards
Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application...
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Environmental Science

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus three courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY

One course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required
**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.**

**Graduate Level Content Area Courses: 12 quarter hours required**

Three courses in Environmental Science at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENV 300 or 400 level environmental science course 1
- ENV 300 or 400 level environmental science course 2
- ENV 300 or 400 level environmental science course 3

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required)**

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Environmental Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**
Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Environmental Science (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Environmental Science (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved.

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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### Degree Requirements

#### Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Environmental Science**

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus three courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

#### Course Requirements
Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION**

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required

Three courses in Environmental Science at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ENV 300 or 400 level environmental science course 1
- ENV 300 or 400 level environmental science course 2
- ENV 300 or 400 level environmental science course 3

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY(required)**

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Environmental Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Environmental Science Content Area Test (test #112) – assesses knowledge of life science, physical science, and the living environment. Test is required before Student Teaching (deadlines apply)
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - History (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

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Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
Balances self-confidence and assertiveness with respect for others’ perspectives
Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 13 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the
current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website at: http://education.depaul.edu/.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education History

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

Additional certification requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
**Advanced Standing Courses: 20 quarter hours required**

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 453 TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS
- T&L 455 READINGS IN AMERICAN HISTORY

**Note:** Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 453 are advised to substitute TCH 472 for this course.

**Graduate Level Content Area Courses: 8 quarter hours required**

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - History (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.
Certification
Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information
Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status
- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements
Dispositions
The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to
proactively promote all students' learning

- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.
* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

Fall Quarter - October 1st
Winter Quarter - January 15th
Spring Quarter - February 1st
To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education History**

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

**Additional certification requirements:** (one course in each area required)

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Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 20 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 453 TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS**
- T&L 455 READINGS IN AMERICAN HISTORY

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 453 are advised to substitute TCH 472 for this course.

Graduate Level Content Area Courses: 8 quarter hours required

Two courses in History or the Social Sciences at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 482 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education History majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Mathematics (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major.
Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 09 Secondary Education Mathematics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

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**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

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**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that
engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.
Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative G.P.A. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.
Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Mathematics**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
Course requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 436 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 436 are advised to substitute TCH 473 for this course.

Graduate Level Content Area Course: 12 quarter hours required, grade of C or better required

Three courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- MAT 300 or 400 level math course 1
- MAT 300 or 400 level math course 2
- MAT 300 or 400 level math course 3

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 483 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Mathematics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Mathematics Content Area Test (test #115) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Mathematics (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.
Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Mathematics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
• Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
• Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
• Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
• Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
• Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
• Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
• Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

• Maintain a DePaul Graduate 3.00 GPA
• Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
• Pass the COE basic computer competency assessment (EDU 25 registration required)
• Pass the minimum of 8 credit hours
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a
Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application.
Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Mathematics**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12
semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics

Course requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 436 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS**

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 436 are advised to substitute TCH 473 for this course.

Graduate Level Content Area Course: 12 quarter hours required, grade of C or better required

Three courses in Mathematics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- MAT 300 or 400 level math course 1
- MAT 300 or 400 level math course 2
- MAT 300 or 400 level math course 3

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY(required) **
**Note:** Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 483 for T&L 611.

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Mathematics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Mathematics Content Area Test (test #115) – assesses knowledge of both the processes and applications of mathematics. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - Physics (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.
Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Physics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge.

Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching.

Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being.

Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively.

Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner.

Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning.

Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students.

Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development.

Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)

Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy.

Balances self-confidence and assertiveness with respect for others' perspectives.

Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved.

### Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

**Advanced Standing requirements are:**

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

### Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

### Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

### Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

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Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application.
Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Physics**

All coursework in the content area must earn a grade of C or better.
Course requirements

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 16 quarter hours required**

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION**

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.**

**Graduate Level Content Area Courses: 12 quarter hours required, grade of C or better required**

Three courses in Physics at the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- PHY 300 or 400 level physics course 1
- PHY 300 or 400 level physics course 2
- PHY 300 or 400 level physics course 3

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in
professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY(required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Master of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Physics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Physics Content Area Test (test #116) – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/ Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Teaching and Learning: Secondary Education - Physics (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a
minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Science-Physics (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.
Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
Academic requirements are due one quarter before expected quarter of student teaching.
Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Course requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 16 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION**

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 439 are advised to substitute TCH 474 for this course.

Graduate Level Content Area Courses: 12 quarter hours required, grade of C or better required

Three courses in Physics at the graduate level are required. Courses must be taken before student teaching if
pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- PHY 300 or 400 level physics course 1
- PHY 300 or 400 level physics course 2
- PHY 300 or 400 level physics course 3

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Induction Course: 4 quarter hours required**

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 484 for T&L 611.

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Physics majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Science: Physics Content Area Test (test #116) – assesses knowledge of both life and physical science, including Earth systems, technology, and the universe. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Teaching and Learning: Secondary Education - Social Science (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors

DePaul University Winter/Spring 2013
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
Pass the minimum of 8 credit hours
Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
• Pass the required Illinois certification content area test

**Clinical Requirements:**

• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.
All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional certification requirements

- One course in each area required
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 20 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
Graduate Level Content Area Courses: 8 quarter hours required

Two courses in History or the Social Sciences the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY(required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 482 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Social Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete
supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Social Science (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Social Science-History (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional certification requirements

- One course in each area required
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Course Requirements
Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 20 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 453 TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS**
- T&L 455 READINGS IN AMERICAN HISTORY

**Note: Students matriculating in 2012-2013 and currently enrolled students who have not taken T&L 453 are advised to substitute TCH 472 for this course.

Graduate Level Content Area Courses: 8 quarter hours required

Two courses in History or the Social Sciences the graduate level are required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- HST 300 or 400 level history or social science course 1
- HST 300 or 400 level history or social science course 2

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required) **

**Note: Beginning Fall 2012, students may take T&L 611 before or after student teaching. Students matriculating Fall 2012 and currently enrolled students are advised to substitute TCH 482 for T&L 611.

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Social Science majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Social Science: History Content Area Test (test #114) – assesses and measures the candidate's core knowledge across history and social science fields. Test is required before Student Teaching (deadlines
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Visual Arts (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Visual Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
• Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development
• Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others’ perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

• Maintain a DePaul Graduate 3.00 GPA
• Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
• Pass the COE basic computer competency assessment (EDU 25 registration required)
• Pass the minimum of 8 credit hours
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.
For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative G.P.A. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Visual Arts**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

**Course requirements**
Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 24 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST
- T&L 565 INDEPENDENT STUDIO TOPICS

Graduate Level Content Area Courses: 4 quarter hours required

One course in Visual Art at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ART 300 or 400 level art history or multimedia course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Master of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Visual Arts majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: Secondary Education - Visual Arts (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in secondary education prepares students to teach children in a variety of urban and suburban educational settings, including public and private middle and high schools. Students follow a general pattern of study for middle school and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for secondary school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in secondary education work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 09 Secondary Education Visual Arts (grades 9-12 or grades 6-12) Illinois State Board of Education (ISBE)
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday
interactions with students

- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the
content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th
To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Visual Arts**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II
Course requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 24 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST
- T&L 565 INDEPENDENT STUDIO TOPICS

Graduate Level Content Area Courses: 4 quarter hours required

One course in Visual Art at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ART 300 or 400 level art history or multimedia course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Induction Course: 4 quarter hours required

The induction year course is designed to assist students to negotiate the first year of teaching and aid in professional development. The induction course is a requirement for the degree, not a requirement for certification. This course must be taken at DePaul.

- T&L 611 INDUCTION INTO THE TEACHING PROFESSION: SECONDARY (required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education Visual Arts majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Visual Arts Content Area Test (test #145) – assesses knowledge of elements, principles, and expressive features of visual arts. Test is required before Student Teaching (deadlines apply)
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Teaching and Learning: World Language - Arabic (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Arabic (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not 
announced at the ceremony for undergraduates completing their final courses in spring quarter because a final 
GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests 
(including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of 
requirements and after DePaul has submitted notification to ISBE. Application requirements include application 
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements 
are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an 
evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of 
Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students 
should meet with their designated Content Area advisor at the beginning of their program for an official written 
content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by 
undergraduate coursework or courses taken elsewhere. Content courses must be completed before student 
teaching.

**Requirements for World Language Education Arabic**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 
semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**

One course in Arabic at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ARB 300-600 level Arabic course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 25 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Arabic majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Arabic Content Area Test (test #137) – assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that
Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Arabic (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student’s choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Arabic (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Arabic

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**
- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**

One course in Arabic at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ARB 300-600 level Arabic course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Arabic majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Arabic Content Area Test (test #137) – assesses knowledge of the Arabic language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese,
Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Chinese (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Chinese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Chinese**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING-SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**

One course in Chinese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHN 300-600 level Chinese course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Chinese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Chinese Content Area Test (test #126) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Chinese (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Chinese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
• Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
• Balances self-confidence and assertiveness with respect for others’ perspectives
• Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1,
2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.
DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Chinese**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION

Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Chinese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- CHN 300-600 level Chinese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Chinese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Chinese Content Area Test (test #126) – assesses knowledge of the Chinese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of
"intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - French (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – French (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply...
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education French include:

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Grammar & Composition I
- Advanced Grammar & Composition I
- Advanced Conversation I or II
- Intro to French Literature I
- Intro to French Literature II
- 20th Century French Literature
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION

Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES—(Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in French at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- FCH 300-600 level French course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING(6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/Optional Course:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education French majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: French Content Area Test (test #127) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that...
require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

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**Teaching and Learning: World Language - French (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – French (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Grammar & Composition I
- Advanced Grammar & Composition I
- Advanced Conversation I or II
- Intro to French Literature I
- Intro to French Literature II
- 20th Century French Literature
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**
- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**
One course in French at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.
- FCH 300-600 level French course

**Student Teaching: 8 quarter hours required**
Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.
- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course:**
SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.
- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education French majors must complete the following tests:
- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: French Content Area Test (test #127) – assesses knowledge of the French language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**
Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**
Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching.
You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - German (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – German (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply.
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

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**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education German**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

**Course Requirement**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required
- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in German at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- GER 300-600 level German course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education German majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: German Content Area Test (test #128) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience
hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - German (MED)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – German (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language,
preparedness, attendance, punctuality, etc.)

- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others’ perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are
required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end
of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education German

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirement

Pre-Education Introductory Courses: 16 quarter hours required
EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in German at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- GER 300-600 level German course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/ Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education German majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: German Content Area Test (test #128) – assesses knowledge of the German language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.
**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - Italian (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – Italian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
— Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply...
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Italian include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
Choose one course from the following list:
- SCG 408 EDUCATION AND SOCIETY
- SCG 409 SOCIOLOGY OF EDUCATION
- SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES (Secondary)
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Italian at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ITA 300-600 level Italian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Italian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Italian Content Area Test (test #130) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that
Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test — an interview — before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Italian (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Italian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program
Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.
Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply...
for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

### Degree Requirements

#### Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition II
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

#### Course Requirements

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Italian at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- ITA 300-600 level Italian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours )
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Italian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Italian Content Area Test (test #130) – assesses knowledge of the Italian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Japanese (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Japanese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
• Pass the COE basic computer competency assessment (EDU 25 registration required)
• Pass the minimum of 8 credit hours
• Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student’s program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

• Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
• Overall cumulative G.P.A. of 3.00 or better
• Cumulative GPA. of 2.75 or better in all education courses
• Meet all other program requirements (e.g., residency requirements)
Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application
form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced Discussion & Reading I
- Advanced Discussion & Reading II
- Advanced Discussion & Reading III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
Graduate Level Content Area Courses: 4 quarter hours required

One course in Japanese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- JPN 300-600 level Japanese course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Japanese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Japanese Content Area Test (test #131) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Japanese (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Japanese (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program.
There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
• Completion of all required field experiences
• Three satisfactory evaluations in field experiences
• Three satisfactory faculty recommendations
• Attendance at mandatory meeting for student teaching
• Application for student teaching, resume, transcripts, and writing sample (check deadlines)
• Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

• Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
• Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
• Academic requirements are due one quarter before expected quarter of student teaching.
• Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Japanese

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced Discussion & Reading I
- Advanced Discussion & Reading II
- Advanced Discussion & Reading III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required
One course in Japanese at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- JPN 300-600 level Japanese course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours )
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Japanese majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Japanese Content Area Test (test #131) – assesses knowledge of the Japanese language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) - assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Latin (MA)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Latin (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
Evidence of adequate background for the program
Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program.
There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
● Completion of all required field experiences
● Three satisfactory evaluations in field experiences
● Three satisfactory faculty recommendations
● Attendance at mandatory meeting for student teaching
● Application for student teaching, resume, transcripts, and writing sample (check deadlines)
● Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

● Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
● Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
● Academic requirements are due one quarter before expected quarter of student teaching.
● Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.
Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

Requirements for World Language Education Latin
All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required
- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required
- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required
One course in Latin at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- LAT 300-600 level Latin course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required**

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

**Recommended/ Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Latin majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Latin Content Area Test (test #133) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.
Teaching and Learning: World Language - Latin (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

Certification

Type 10 Special – Latin (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

Admission Information

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

Admission Requirements for Pre-Education Status

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
Evidence of adequate background for the program
Resume

College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program.
There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

*Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
● Completion of all required field experiences
● Three satisfactory evaluations in field experiences
● Three satisfactory faculty recommendations
● Attendance at mandatory meeting for student teaching
● Application for student teaching, resume, transcripts, and writing sample (check deadlines)
● Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:

● Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
● Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
● Academic requirements are due one quarter before expected quarter of student teaching.
● Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.
Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Latin at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content
Area Advisor prior to registration and requires graduate level registration.

- LAT 300-600 level Latin course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Latin majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Latin Content Area Test (test #133) – assesses knowledge of the Latin language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - Russian (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective
teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – Russian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

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**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.
Field Experiences

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
Academic requirements are due one quarter before expected quarter of student teaching.
Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:
- Fall Quarter - October 1st
- Winter Quarter - January 15th
- Spring Quarter - February 1st
- Summer I Quarter - June 1st
- Summer II Quarter - July 15th

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.
#### Degree Requirements

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**

One course in Russian at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- RUS 300-600 level Russian course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master's of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master's thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Russian majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Russian Content Area Test (test #134) – assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Russian (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership
Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – Russian (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor’s degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume
College Requirements

Dispositions

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
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- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
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- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Advanced Standing

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.
Field Experiences

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Endorsements

An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

Academic Requirements:

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

Clinical Requirements:

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

Student Teaching Timeline and Deadlines:
Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching. Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching. Academic requirements are due one quarter before expected quarter of student teaching. Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.
Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Russian at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- RUS 300-600 level Russian course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
• T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
• EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

• SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Russian majors must complete the following tests:

- **Test of Academic Proficiency (TAP)** (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- **Foreign Language: Russian Content Area Test** (test #134) – assesses knowledge of the Russian language and culture. Test is required before Student Teaching (deadlines apply).
- **Assessment of Professional Teaching (APT)** (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

**Field Experiences**

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

**Oral Proficiency Interview (OPI) Test**

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Teaching and Learning: World Language - Spanish (MA)**

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today's diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a
minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – Spanish (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or
Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions

Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)

Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge

Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching

Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being

Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively

Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner

Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning

Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students

Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development

Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)

Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy

Balances self-confidence and assertiveness with respect for others' perspectives

Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**
An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

*Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) or the content area test in the language is required.

**For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

Student Teaching Requirements

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**
- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA. of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**
- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**
- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.
Individual child care agencies and public and private school districts may have additional requirements (application, training, background check, etc.).

**Degree Conferral and Graduation**

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

**Certification**

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor's degree is required; a master's degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

**Degree Requirements**

**Content Area Courses**

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written
content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition II
- Advanced Conversation I or II
- Intro to Literacy Analysis in Spanish
- 4 Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom
- Choose three of the following:
  - Spanish Lit: Middle Ages to Golden Ages Literature
  - Spanish Lit: Enlightenment to Present Literature
  - Latin American Lit: Origin to Romanticism Lit
  - Latin American Lit: Modern to Present Lit

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Graduate Level Content Area Courses: 4 quarter hours required

One course in Spanish at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours )
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Master’s of Arts (M.A.) Degree Requirements: 4 quarter hours required

This is a Master of Arts degree requirement only. A master’s thesis is written to fulfill the requirements of this course. An oral examination on the thesis is required.

- T&L 589 THESIS RESEARCH IN TEACHING AND LEARNING
Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Spanish majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Spanish Content Area Test (test #135) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of “intermediate high” or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Teaching and Learning: World Language - Spanish (MED)

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

Students entering the program must be able and willing to devote themselves to a program requiring a minimum of 100-110 hours of daytime field experiences in schools. These school-based clinical hours are completed in conjunction with methodology courses that require students to spend daytime hours in schools. In addition, the student must spend a minimum of 10 weeks in full-time student teaching.
The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching
2. Multiculturalism is infused throughout the curriculum
3. Field experiences are an integral part of the curriculum
4. Students are exposed to a variety of educational theories
5. The program includes a research component as a basis for further professional development.

Students lacking undergraduate requirements in the content area they will be teaching will have to complete those requirements prior to student teaching. Both a content area advisor and an academic advisor will guide candidates in planning their coursework.

The program in K-12 education prepares students to teach children in a variety of urban and suburban educational settings, including public and private elementary and high schools. Students follow a general pattern of study for elementary and high school levels. In all cases, appropriate field experience plays an integral role. The program combines theoretical principles of education and field work with the student's choice of major. Graduates earn the Master of Arts or Master of Education degree and are qualified for K-12 school certification. Yet, not all graduates follow a career in teaching. A number of DePaul graduates in World Language work in diverse settings such as museums, corporations, media, and the arts.

**Certification**

Type 10 Special – Spanish (Kindergarten-grade 12) Illinois State Board of Education (ISBE) approved program

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**Admission Information**

Students are conditionally admitted to the College of Education as a pre-education student. There are additional requirements to reach Advanced Standing in your program in the College of Education.

**Admission Requirements for Pre-Education Status**

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from each college or university attended
- Statement of purpose (see application for details)
- Interview with faculty program advisor, upon request
- Evidence of adequate background for the program
- Resume

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**College Requirements**

**Dispositions**

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse
consequences for the student, including removal from his or her program, the College of Education, or the University.

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats
- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Is aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

**Advanced Standing**

Students are conditionally admitted to the College of Education. There are additional requirements to reach Advanced Standing in your program in the College of Education. Requirements must be met to progress in the major and take courses in the Advanced Standing category.

Advanced Standing requirements are:

- Maintain a DePaul Graduate 3.00 GPA
- Pass the Illinois Certification Basic Skills Test or Test of Academic Proficiency (TAP)
- Pass the COE basic computer competency assessment (EDU 25 registration required)
- Pass the minimum of 8 credit hours
- Submit a petition for advanced standing form

Students should attempt to complete the Advanced Standing requirements soon after beginning the program. There is no time limit to meet these criteria; however, students will only be able to take pre-education courses until requirements have been met. Students can also take liberal studies or content area courses before or after meeting Advanced Standing requirements.

**Certification Tests**

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

**Field Experiences**

Each student seeking certification from the College of Education / Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements.

**Endorsements**
An endorsement is a subject area that you can qualify for to teach full time, in addition to your main certification area. Endorsements are issued at three levels: primary, middle school, and high school.

The Illinois State Board of Education (ISBE) issues endorsements in various subject areas. To view the full list and requirements, visit the ISBE website.

Qualifying for an endorsement at the middle school level requires 18 semester hours (27 quarter hours) in a teachable subject area and complete SCG 439. Some areas (like math) have specifically required courses. Courses must have a grade of C or better to qualify for endorsements and must be earned credit listed on a college transcript.

Consult with your advisor regarding endorsements. DePaul will only recommend individuals for endorsements in the following middle school areas: Arabic, art, biological science, Chinese, French, general science, German, Italian, Japanese, language arts, math, physical science, social science, and Spanish.

Endorsement requirements for the primary level are identical to the middle school requirements except that they do not require SCG 439. There are a limited number of areas available at the primary level.

Qualifying for most endorsements at the high school level requires 24 semester hours (48 quarter hours) in a teachable subject area* and passing the relevant content area test. DePaul will only recommend individuals for endorsements in the following high school areas: art, Arabic, Chinese, English, French, German, Italian, Japanese, math, Russian, science**, social science**, and Spanish.

* Exceptions to the basic requirements for high school level endorsements include the subject areas of foreign language, science, and social science. For foreign language, 32 semester hours (48 quarter hours) OR the content area test in the language is required.

** For science and social science, 32 semester hours (48 quarter hours) in the broad area of either science or social science, and 12 semester hours in the specific endorsement designation area, plus the content area test are required. To qualify for additional science and social science designations, individuals applying after February 1, 2012 need both the content test and 12 semester hours in the additional designation area.

**Student Teaching Requirements**

Student Teaching is the culminating clinical experience in the student's program. All students in teacher preparation programs must meet the following requirements before applying for student teaching:

**Academic Requirements:**

- Completion of all Pre-Education, Advanced Standing, Content Area, and Graduate level Content Area courses
- Overall cumulative G.P.A. of 3.00 or better
- Cumulative GPA of 2.75 or better in all education courses
- Meet all other program requirements (e.g., residency requirements)
- Meet designated program standards
- Pass the required Illinois certification content area test

**Clinical Requirements:**

- Completion of all required field experiences
- Three satisfactory evaluations in field experiences
- Three satisfactory faculty recommendations
- Attendance at mandatory meeting for student teaching
- Application for student teaching, resume, transcripts, and writing sample (check deadlines)
- Review and approval by Student Teaching Committee of the College of Education

**Student Teaching Timeline and Deadlines:**

- Attend a Mandatory Meeting approximately 1 year prior to expected quarter of student teaching.
- Submit application for student teaching after attending Mandatory Meeting, approximately 1 year prior to student teaching.
- Academic requirements are due one quarter before expected quarter of student teaching.
- Clinical requirements are completed as course requirements. Field experience hours are entered by the student as coursework is completed.

Online Faculty Evaluations are entered by the instructor of relevant courses. All data must be entered in the Field Experience Documentation System (FEDS) due one month prior to student teaching.

Individual child care agencies and public and private school districts may have additional requirements.
Degree Conferral and Graduation

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

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

Application deadlines are as follows:

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

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

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

Certification

Requirements for certification include completion of the full certification program and all certification tests (including OPI for world language majors). A bachelor’s degree is required; a master’s degree is not.

Individuals must submit an application directly to the Illinois State Board of Education after completion of requirements and after DePaul has submitted notification to ISBE. Application requirements include application form, application fee, official transcripts, and registration fee.

All individuals must meet ISBE requirements in place at the time of application for the certificate. Requirements are subject to change per the discretion of ISBE.

Individuals seeking additional endorsements after applying for the certificate must contact ISBE directly for an evaluation request.

Degree Requirements

Content Area Courses

All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of
Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition II
- Advanced Conversation I or II
- Intro to Literacy Analysis in Spanish
- 4 Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom
- Choose three of the following:
  - Spanish Lit: Middle Ages to Golden Ages Literature
  - Spanish Lit: Enlightenment to Present Literature
  - Latin American Lit: Origin to Romanticism Lit
  - Latin American Lit: Modern to Present Lit

**Course Requirements**

**Pre-Education Introductory Courses: 16 quarter hours required**

- EDU 25 BASIC TECHNOLOGY LITERACY
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

**Advanced Standing Courses: 28 quarter hours required**

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

**Graduate Level Content Area Courses: 4 quarter hours required**

One course in Spanish at the graduate level is required. Courses must be taken before student teaching if pursuing degree (not required for individuals pursuing certification only). Courses must be approved by your Content Area Advisor prior to registration and requires graduate level registration.

- SPN 300-600 level Spanish course

**Student Teaching: 8 quarter hours required**

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 095 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours )
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

**Recommended/Optional Course**

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education Spanish majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Foreign Language: Spanish Content Area Test (test #135) – assesses knowledge of the Spanish language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test

Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

Wealth Management (MS)

The demand for comprehensive personal financial planning has never been greater. The uncertainties and anxieties created by volatile markets, threats to benefits and entitlements and unstable employment markets cause individuals to seek a more personalized integrated wealth management model along with a wider range of investment products.

At DePaul University's Kellstadt Graduate School of Business the Master of Science in Wealth Management program is designed to give students the knowledge, contextual experience and acumen to thrive in this growing field. Through rigorous coursework and real-world case analyses in all aspects of wealth management, encompassing financial planning, accounting, estate planning and the psychology of financial decision-making, graduates will be prepared to become competitive agents in today's growing market for professional wealth management.
Admission

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter
Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Re-admission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials for International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript. Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts results from TOEFL, IELTS and the Pearson Test of English (PTE).
Wealth Management (MS)

The Wealth Management Boot Camp (FIN 570) and 12 courses are required to complete the Master of Science in Wealth Management.

- FIN 570 WEALTH MANAGEMENT BOOT CAMP- Zero Credit Hours
- ACC 592 OVERVIEW OF FEDERAL INCOME TAX
- ACC 593 OVERVIEW OF TRANSFER PLANNING FOR WEALTH MANAGEMENT
- ACC 594 MULTIGENERATIONAL ADVANCED PLANNING STRUCTURES
- FIN 555 FINANCIAL MANAGEMENT
- FIN 501 ETHICS IN FINANCIAL MARKETS
- FIN 523 INVESTMENT ANALYSIS
- FIN 528 ALTERNATIVE INVESTMENTS
- FIN 564 RISK MANAGEMENT FOR INDIVIDUALS, FAMILIES AND ENTITIES
- FIN 581 THE PSYCHOLOGY OF FINANCIAL DECISION MAKING
- RE 530 REAL ESTATE INVESTMENT AND FINANCE
- FIN 572 FINANCIAL PLANNING, CAPSTONE I
- FIN 573 FINANCIAL PLANNING, CAPSTONE II

Women's and Gender Studies (MA)

The M.A. in Women's and Gender Studies offers a cutting edge curriculum that focuses on the interconnectedness of local, global, and transnational feminist theories, methodologies, research, public policies, and social movements; attends to interlocking systems of oppression and privilege—gender, race, sexuality, class, nation—to address issues of power, resistance, and social transformation; and connects feminist theories to activism and social justice; and engages communities through research, advocacy, and service.

Women's Studies and Gender Studies are complementary interdisciplinary fields whose research, scholarship, and creative activities examine women's lives, conditions, and contributions within their historical, social, cultural, national, and transnational contexts and explore how gender is constructed and negotiated within and across societies. Women's and men's identities and experiences are examined through the constructs of gender, race, class, sexuality, age, ability, culture, religion, nation etc. within broader historical, social, and global contexts, such as colonialism and globalization, among others. Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those of other disciplines in the arts, humanities, social sciences, and natural sciences. By crossing the boundaries of traditional fields of study, the department seeks to create new, coherent understandings of human experiences. For more information, contact Dr. Laila Farah (lfarah@depaul.edu), Graduate Director.

The M.A. in Women's and Gender Studies requires completion of 48 credit hours. All Core, and many Elective courses, will be offered during the evening. The program requires five Core courses, five or six Elective courses organized around a focus tailored to the individual student's needs, and a Capstone consisting of either a two-course Thesis Option, a two-course Practical or Creative Project Option, or a one-course Portfolio option.

Course offerings are scheduled so that students will ordinarily complete the program in two years.
Admission Information

The M.A. in Women’s and Gender Studies is an interdisciplinary program that begins its sequence of classes in the Autumn quarter; we therefore only admit students to begin in the Autumn quarter of each year. Each cohort of students will take the core courses together, thus enabling a community of scholars to develop.

The annual application deadline is February 15. The online application is found on the DePaul University website.

Admission Procedure and Requirements

Official transcripts from all previous college course work. A bachelor’s degree (from regionally accredited institution), or equivalent, is required.

- Admission Essay (750 words) in which you discuss your background and interests, situate yourself in the field of Women’s and Gender Studies, and explain your interest in DePaul University’s graduate program.
- Two letters of recommendation, and at least one of the letters must be from a undergraduate professor.
- A writing sample (e.g., an upper level undergraduate paper from a relevant course that indicates your preparedness for graduate study in our program).
- Proof of English proficiency (required for students educated outside the U.S.). The minimum requirement is a TOEFL score of 80 (ibt) -- with all section scores at 17 or better - or a 6.5 on the IELTS. The English program prefers to see scores of 96 (ibt) with all sections scores at 22 or better - or a 7.5 on the IELTS. *

* International applicants should visit the international admission webpage for further details.

Supplemental admission materials may be attached to the online application or emailed to the Office of Graduate Admission at GradDePaul@depaul.edu (including official electronic transcripts). Please make sure your name is on all documents.

Transcript and other required credentials can also be mailed to:

The Office of Graduate Admission
College of Liberal Arts and Social Sciences
DePaul University
2400 N. Sheffield Avenue
Chicago, IL 60614

For more information, please contact the Office of Graduate Admission at graddpu@depaul.edu or (773) 325-7315 or visit the Department of Women’s and Gender Studies website.

Degree Requirements

Course Requirements

- WGS 400 FEMINIST THEORIES (CROSS-LISTED AS MLS 440)
- WGS 465 GLOBALIZATION, TRANSNATIONALISM, AND GENDER
- WGS 491 METHODS AND SCHOLARSHIP IN WOMEN’S & GENDER STUDIES
- WGS 485 WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE
- WGS 415 CONTENTIONS IN FEMINIST AND GENDER THEORIZING: NEW DIRECTIONS
- Five or six electives, depending upon the Capstone Option selected
Elective courses will be chosen by the student in conjunction with her/his advisor in order to tailor a coherent program of study to the individual student’s particular academic and/or professional objectives while ensuring that the student sustains a strong interdisciplinary focus at the graduate level. Elective courses may be offered by Women’s and Gender Studies or by other departments/programs at DePaul, provided that such courses meet the criteria for inclusion within the Women’s and Gender Studies curriculum (with permission).

**Capstone Requirements**

All students must complete an M.A. Capstone, selecting one of the following options:

**Thesis**

This Capstone Option requires that the student plan, execute, and defend an independent, analytical research project. This research project must be grounded in interdisciplinary scholarship and feminist and/or gender theories, as well as reflect considerable engagement with literature and methods from the field. In addition, the thesis should demonstrate some unique contribution to the field. Students who select this option will complete, in addition to the core courses, a five-course elective focus, along with an additional two courses of independent study and research. They will make some sort of public presentation of the project to a determined audience. In addition, they will be required to present and defend the Thesis to a committee of three faculty members, at least one of whom must be appointed to the Department of Women’s and Gender Studies.

**Practical Project**

This Capstone Option requires that the student plan, execute, and defend a practical project that is grounded in interdisciplinary scholarship, feminist and/or gender theories, and directed independent study and/or internship that results in a contribution to community service. This project does not have to be tied to a particular organization, and yet depending on the project, we do encourage such community engagement. For example, a student may write a curriculum designed to educate high school students on relationship violence prevention, or prepare a proposal or policy study for an NGO or community-based organization. A portion of the paper should be devoted to an analysis of the theoretical and empirical underpinnings of your project. In this analysis, it will be important to demonstrate considerable engagement with literature in the field. The balance of the paper will present the project itself. Students who select this option will complete, in addition to the core courses, a five-course elective focus, along with an additional two courses of independent study and research. They will make some sort of public presentation of the project to a determined audience. In addition, they will be required to present and defend the Project to a committee of three faculty, at least one of whom must be appointed to the Department of Women’s and Gender Studies Faculty.

**Creative Project**

Alternatively a student might prepare an artistic or creative project—for example, a performance piece or art installation that is research-based and reflects some aspect of the interdisciplinary focus of Women’s and Gender Studies. The written portion of this project should be approximately 20 pages in length. This written portion of the work should be devoted to an analysis of the scholarly underpinnings of your project. In this analysis, it will be important to demonstrate considerable engagement with theoretical literature in the field. Students who select this option will organize some exhibition and/or public performance in a relevant venue and to a relevant audience. These students will complete, in addition to the core courses, a five-course elective focus, along with an additional two courses of independent study and research. In addition, they will be required to present and defend the Project to a committee of three faculty, at least one of whom must be appointed to the Department of Women’s and Gender Studies Faculty.

**Portfolio**

This Capstone option requires that the student conduct a comprehensive analysis of their learning in the Women’s and Gender Studies graduate program. As a point of departure for this analysis, students will prepare and submit a collection of seminar papers, practical or creative projects, and/or other research products that are the outcomes of core and elective focus courses, with one example chosen from at least six of the courses completed by the student. Then, building on this foundation, students completing the portfolio option will prepare a written critical analysis of the work submitted with the portfolio in which they reflect upon the scope and meaning of their graduate scholarship. To do this, students will synthesize their educational experience, situating themselves in the field, and in this context, will analyze central issues, themes, problems, and/or contentions that were most important in terms of their own development in the course of the M.A. Students who select this option will complete, in addition to the core courses, a six-course elective focus, along with an additional one course of independent study and research. Students will be required to present and defend the Portfolio/Critical Analysis to a committee of two faculty, both of whom must be appointed to the Department of Women’s and Gender Studies Faculty.
The Master of Arts in Writing and Publishing offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program combines the practical experience of writing workshops and studies in language and style with course work in literary studies, pedagogy, editing, publishing, and other topics. The Master of Arts in Writing and Publishing attends to publishing as an integral part of the practice of the creative writer and affords interested students the opportunity to gain first-hand experience with various facets of the publishing industry.

The M.A. in Writing and Publishing seeks to meet the needs of a range of students, including the following:

- Students with interest and experience in creative writing, including fiction, poetry, and a variety of nonfiction genres.
- Professional writers, including freelance writers and staff writers for general and trade publications or the Internet.
- Feature writers for daily, weekly, or monthly newspapers.
- General and specialized editors employed by publishing houses, magazines, and corporations.
- Working professionals for whom high-quality writing is an essential component of their jobs.
- Current and prospective teachers of English and/or writing at the secondary or post-secondary level.
- Students seeking a master's-level foundation for further graduate work in creative writing, English, teaching, or related fields.

Courses in the Master of Arts in Writing and Publishing are offered at DePaul's Lincoln Park and Loop campuses. Students may complete their degree requirements with courses taken at either location.

Admission Information

Students with a bachelor's degree in any field will be considered for admission. For admission, a student must present:

- A completed application.
- Official transcripts detailing course work from all colleges and universities you have attended. If you send transcripts directly to DePaul, they must be in a sealed envelope with the official registrar's stamp across the envelope flap.
- A strong record of previous academic achievement.
- Relevant course work in creative writing or experience gained through endeavors such as publishing original work and/or participation in a writers' circle or group.
- A résumé that summarizes your education and relevant experience.
- A reflective essay, from 500 to 750 words long, describing your objectives in applying to DePaul's M.A. in Writing and Publishing program and your plans for the future. The admissions committee takes this statement seriously, so please be as specific as possible about how and why this program would help you reach your creative and personal goals.
- A portfolio (approximately 25 pages) of representative creative writing. You may submit creative nonfiction (including narrative journalism), fiction, poetry, or a combination. If you are submitting poetry, please ensure that at least half of your portfolio contains samples of your prose writing. [N.B. Portfolio documents should be stapled, not sent in bound or laminated form. Include your name at the top of each portfolio page.]
- An application fee of $40. Make checks payable to "DePaul University."
- Two letters of recommendation.
- Scores in the Graduate Record Exam are required for students applying for graduate assistantships.

We accept applications all year round, and students may begin their studies in any academic term. We strongly suggest that students submit their applications at least ten weeks prior to the quarter in which they wish to begin their studies (late June for fall entry, late October for winter entry, mid-January for spring entry). Those students who wish to apply for graduate assistantships should submit their application materials no later than January 15
prior to the academic year for which they wish to receive an assistantship. ALL application materials should be
sent to the following address: Liberal Arts and Social Sciences Graduate Admission, DePaul University, 2400 N.
Sheffield Ave., Chicago, IL 60614.

Degree Requirements

Course Requirements

Writing Workshops

- Choose five courses from the following list:
  - ENG 487 TRAVEL WRITING
  - ENG 489 SCREENWRITING
  - ENG 490 WRITING FOR MAGAZINES
  - ENG 491 SCIENCE WRITING
  - ENG 492 WRITING FICTION
  - ENG 493 WRITING POETRY
  - ENG 497 WRITING THE LITERATURE OF FACT
  - ENG 484 WRITING WORKSHOP TOPICS (May be repeated with different topics)

Studies in Language and Style

- Choose one course from the following list:
  - ENG 400 STRUCTURE OF MODERN ENGLISH [FORMERLY ENG 416]
  - ENG 402 HISTORY OF ENGLISH PROSE STYLE
  - ENG 407 LANGUAGE AND STYLE FOR WRITERS
  - ENG 408 STYLISTICS

Electives in Language, Literature, Publishing and Teaching

- Choose two from the following list:
  - ENG 401 HISTORY OF THE ENGLISH LANGUAGE
  - ENG 426 THE ESSAY: HISTORY, THEORY, PRACTICE (FORMERLY ENG 488)
  - ENG 473 TEACHING CREATIVE WRITING [FORMERLY ENG 485]
  - ENG 474 TEACHING LITERATURE
  - ENG 477 TOPICS IN PUBLISHING (Variable)
  - ENG 478 TOPICS IN TEACHING (Variable)
  - ENG 476 TOPICS IN GENRE AND FORM (Variable)
  - ENG 496 EDITING
  - Any courses in “Studies in Language and Style” category (above) if not used to satisfy the Language & Style category requirement.
  - Any graduate-level courses in literature offered by the English department (except ENG 471 Bibliography and Literary Research).
  - Courses from other programs may be substituted only with approval of program director.

Open Electives

- Choose four courses from the following list:
  - ENG 500 INDEPENDENT STUDY
  - ENG 501 THESIS RESEARCH
  - ENG 509 INTERNSHIP
  - Any graduate-level courses in writing, literature, criticism, publishing and teaching offered by the English department (except ENG 471)
  - Up to two graduate level courses offered by the Writing, Rhetoric, and Discourse Department.
  - Courses from other programs may be substituted only with approval of program director.
Writing, Rhetoric and Discourse (MA)

The M.A. in Writing, Rhetoric, and Discourse (WRD) combines a strong theoretical foundation in rhetoric and discourse with practical training in the areas of Teaching Writing & Language and Professional & Technical Writing. This particular mix of theory and practice prepares students to become future teachers of post-secondary writing, to work as professional and technical writers in corporate and non-profit sectors, and to study rhetorical theory and history, literate practices in contemporary culture, and language and style as it informs non-literary textual production. Our students go on to teach writing in post-secondary contexts; to work as writers in professional, technical, and other workplace contexts; and to continue their academic study in Ph.D. programs.

Admission Information

Students with a bachelor's degree in any field are eligible to apply to the M.A. in WRD program. Applications also require the following materials, submitted through the online application form at http://www.depaul.edu/admission-and-aid/types-of-admission/graduate-student/Pages/las.aspx

- A graduate application
- Official transcript(s) from all previous schools attended
- A 300-500 word personal statement, describing your objectives in the M.A. in WRD program and your plans for the future
- A current resume or CV
- 15 to 20 pages of your own written work and a paragraph providing context and describing how the samples represent your academic or professional writing, written communication skills, and fit within the program goals
- Two letters of recommendation

Students may apply at any time of the year; the program admits students in Autumn, Winter, and Spring Quarters. All application materials should be received eight weeks prior to the student's desired starting date.

TOEFL and IELTS

The M.A. in WRD welcomes international students to study in our program. The College of Liberal Arts and Social Sciences requires that students educated in a country where the native language is not recognized as English must submit proof of English proficiency. Students may demonstrate proficiency in one of the following ways:

- An official TOEFL score report: the minimum TOEFL requirements are: 96 (Internet version), 243 (computer version), or 590 (paper version)
- An official IELTS score report: 7.5 or higher

Please have your TOEFL or IELTS score report sent to DePaul from the testing agency (institution code: 1165).

Degree Requirements

Course Requirements

Students complete 12 courses (48 credits) to graduate from the M.A. in WRD program.
Required Courses (8 credits)

- WRD 500 PROSEMINAR (To be taken within the first 4 courses of the program)
- WRD 599 PORTFOLIO (To be taken within the final 4 courses of the program)

Rhetoric and Discourse Courses (12 credits)

- Choose three courses from the following list:
  - WRD 503 ANCIENT RHETORICS (FORMERLY ENG 403)
  - WRD 504 RENAISSANCE AND 18TH CENTURY RHETORICS (FORMERLY ENG 404)
  - WRD 505 CONTEMPORARY RHETORICS (FORMERLY ENG 405)
  - WRD 506 MULTICULTURAL RHETORICS (FORMERLY ENG 406)
  - WRD 507 GLOBAL ENGLISHES
  - WRD 508 DISCOURSE AND STYLE
  - WRD 509 GENRE THEORY AND PRACTICE
  - WRD 510 TOPICS IN RHETORICAL HISTORY
  - WRD 511 TOPICS IN COMMUNITY, CULTURE AND IDENTITY
  - WRD 512 TOPICS IN LANGUAGE
  - WRD 513 SEMIOTICS
  - WRD 514 SOCIOLINGUISTICS
  - WRD 515 THE ESSAY

Optional Concentrations (16 Credits)

Professional & Technical Writing

- Choose four courses from the following list:
  - WRD 520 COMPUTERS AND WRITING
  - WRD 521 TECHNICAL WRITING
  - WRD 522 WRITING IN THE PROFESSIONS (CROSS-LISTED AS MLS 459 AND MPS 508)
  - WRD 523 EDITING
  - WRD 524 DOCUMENT DESIGN
  - WRD 525 WRITING FOR THE WEB
  - WRD 526 GRANT AND REPORT WRITING
  - WRD 530 TOPICS IN PROFESSIONAL AND TECHNICAL WRITING
  - WRD 590 INTERNSHIP IN PROFESSIONAL/TECHNICAL WRITING

Teaching Writing & Language

- Choose four courses from the following list:
  - WRD 540 TEACHING WRITING
  - WRD 541 COMPOSITION THEORY
  - WRD 542 URBAN LITERACIES
  - WRD 543 TEACHING ESL WRITING
  - WRD 544 TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
  - WRD 545 TEACHING WRITING ONLINE
  - WRD 546 PEDAGOGICAL GRAMMAR
  - WRD 547 AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION
  - WRD 582 WRITING CENTER THEORY AND PEDAGOGY (CROSS-LISTED AS WRD 395)
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE
  - WRD 551 TEACHING APPRENTICESHIP PRACTICUM
  - WRD 591 INTERNSHIP IN TEACHING WRITING AND LANGUAGE

Electives (12 or 28 credits)

Students declaring a concentration

- Select an additional 3 courses (12 credits) from any area.

Students with no concentration

- Select an additional 7 courses (28 credits) from any area.

WRD 595 INDEPENDENT STUDY may also be taken as an elective in the program.

Up to 2 non-WRD courses may be taken upon approval by the Graduate Committee.
Student Handbook

Probation
To maintain good standing, students must complete at least two courses in WRD within twelve months of their admission to the program. Students must also maintain an overall grade-point average of at least 3.0 in their course work. Students whose cumulative GPA falls below 3.0 will be placed on probation and given two quarters to raise their average to the minimum 3.0 level. Students on probation are required to consult with the program director before registering for classes. Failure to meet these requirements constitutes grounds for dismissal.

Dismissal
A student may be dismissed from the program in any of the following cases: (1) failure to maintain a GPA above 3.0 for three consecutive quarters; (2) failure to meet with the program director before registering for classes while on academic probation; or (3) failure to complete at least two courses in WRD within sixteen months of their admission to the program.

Readmission
If a student is dismissed from the program (as outlined in the dismissal policy), he or she may reapply through the formal application process.

Transfer Credit
Students may transfer up to 12 credits (or three courses) of coursework taken in another program. The exact number of credits and courses that transfer will be determined by the program director. Transfer grades from other institutions do not calculate into the DePaul grade point average.

Undergraduate Courses
Students may count one four-credit undergraduate-level course toward the graduate degree, if the grade received in that course was an A- or higher.

Graduation Requirements
In order to graduate from the program, students must complete all program requirements with a total of 48 credit hours (12 courses) and a minimum GPA of 2.8.

Graduation with Distinction
To graduate with distinction, students must have a final GPA of 3.85 or higher.

Time Limit
Students must complete the program within six years of their start date. Students who fail to complete the program within this timeframe must re-apply to the program.

Non-WRD Courses
Students may take up to two non-WRD courses at DePaul to count toward their degree, upon approval by the graduate committee. Students who have completed six WRD courses may request approval to enroll in non-WRD courses through a proposal to the graduate committee. In exceptional cases (e.g., students completing Certificate programs that require non-WRD courses), students may be granted permission to take courses outside of the program earlier in their degree study. All non-WRD courses must be approved by the graduate committee prior to enrollment in the course. Students who have transferred in two or more courses from another institution (see Transfer Credit policy) must take all of their remaining courses in the WRD program.

Non-Degree-Seeking Students
All WRD graduate courses are open to non-degree-seeking students, with the exception of the following: WRD 500, 590, 591, 595, and 599.

**Partial Tuition Scholarships**

Partial Tuition Scholarships (PTS) are awarded quarterly to eligible students. Eligibility is based on GPA and financial need. Students whose tuition is being paid by DePaul or another organization or institution are not eligible for PTS awards. PTS awards can only be used toward the reimbursement of WRD courses.

**Independent Studies**

WRD 595 (Independent Study) is offered to allow students to explore specific interests for which a formal WRD course is not offered. In general, WRD 595 courses will count as electives in a student's degree program; WRD 595 can only fulfill area requirements (Rhetoric & Discourse or a concentration area) when these requirements cannot be filled through a formal course (for example, because such a course is not offered).

A WRD graduate faculty member must serve as the instructor of record for WRD 595. If a student wishes to complete a WRD 595 course with a non WRD graduate faculty member, a WRD graduate faculty member will serve as the instructor of record and will co-approve the course proposal and read any final deliverable produced for the course. Students wishing to pursue this option should speak with the Graduate Director to identify an appropriate instructor of record.
Colleges & Schools

- College of Business
- College of Communication
- College of Computing and Digital Media
- College of Education
- College of Law
- College of Liberal Arts & Social Sciences
- College of Science & Health
- School for New Learning
- School of Music
- The Theatre School

About

For nearly a century, the Driehaus College of Business has been committed to an urban and a metropolitan identification and the recognition that its past, present, and future are linked inextricably to the stability and vitality of the city of Chicago. For students in the college, this means studying and working in Chicago, one of the most dynamic business and financial centers in the world. For graduates of the Driehaus College of Business, this means abundant career choices and opportunities after leaving DePaul. In this way, DePaul has been the developer of Chicago's leaders in business for over nine decades.

In February 2012, Business alumnus and Life Trustee Richard H. Driehaus made the largest gift in DePaul history to support faculty excellence in graduate and undergraduate business programs. In recognition of Mr. Driehaus' $30 million commitment, generosity, and vision, the University renamed the college in his honor as part of its centennial celebrations.

Administration

Ray Whittington, Ph.D., CPA, CMA, CIA
Dean
Daniel Heiser, Ph.D., J.D.
Associate Dean for Academic Policies & International Programs
Misty M. Johanson, Ph.D.
Associate Dean for Academic Quality
Stephen Koernig, Ph.D.
Associate Dean for Academic Programs
Helen Conroy, MBA
Business Manager
Undergraduate Office
Karen Burgard, MBA
  Assistant Dean
Monika K. Gunty, M.Ed.
  Associate Director
Freeman Whitney, M.Ed.
  Associate Director
Joan Wishau, M.Ed.
  Associate Director

Kellstadt Graduate School of Business
Robert Ryan
  Assistant Dean and Director

Faculty

Approximately 316 men and women serve on the faculty of the college (144 full-time and 172 part-time). These individuals are committed to providing DePaul students with a challenging, high-quality classroom learning experience. This commitment has led nearly 86% of full-time faculty to earn doctoral degrees in their respective disciplines. Additionally, many members of the faculty have demonstrated their technical competence by earning professional certifications in their special fields.

Among the certifications held by members of the faculty are the following:

- Accredited Personnel Specialist (APS)
- Associate in Risk Management (ARM)
- Certificate in Data Processing (CDP)
- Certificate in Dispute Resolution (CDR)
- Certificate in Management Accounting (CMA)
- Certified Information Systems Auditor (CISA)
- Certified Internal Auditor (CIA)
- Certified Financial Planner (CFP)
- Certified Fraud Examiner (CFE)
- Certified Information Technology Professional (CITP)
- Certified Public Accountant (CPA)
- Certified Secure Programmer (CSP)
- Chartered Financial Analyst (CFA)
- Chartered Financial Consultant (ChFC)
- Chartered Property and Casualty Underwriter (CPCU)
Contact Us

Driehaus College of Business

Undergraduate
DePaul University
Driehaus College of Business
1 East Jackson Boulevard
DePaul Center Suite 5200
Chicago, IL 60604
312 362 5358

Graduate
DePaul University
Kellstadt Graduate School of Business
1 East Jackson Boulevard
DePaul Center Suite 5300
Chicago, IL 60604
312 362 8810

Academics

Established in 1912, the Driehaus College of Business is the nation's tenth oldest business school. The Kellstadt Graduate School of Business was established in 1948 and is noted for its innovative programs for full-time and part-time graduate students.

The College is accredited by AACSB International, The Association to Advance Collegiate Schools of Business, a distinction held by a limited percentage of business schools around the world.

MBA Programs

The Master of Business Administration

The emphasis of the M.B.A. program is on decision making as the characteristic function of business administration. It is the purpose of the program to integrate the several functional areas of business and the contributions they make to the development of administrative competence.

The M.B.A. degree program is taught on three campuses in the Chicago region and is available in four formats: Full-time Day at Loop; Part-time Morning at Loop; Part-time Evening at the Loop, Naperville and O'Hare campuses; and the Weekend Cohort at the O'Hare Campus.

Day M.B.A. (Full-time Accelerated)

The Day M.B.A. Program fulfills the business world's demand for M.B.A. graduates with the ability to understand
and manage complex business processes. Students who choose this program option will take all of their foundation and core classes in a full-time, lock step format during the first three terms of the program. Upon completion of the prerequisite core courses, students may begin taking their concentration courses at their own pace. Students in the Day M.B.A. Program may choose to specialize in any of the generally available MBA concentrations offered by the Kellstadt Graduate School of Business. Admission is for fall quarter only.

Available concentrations include:

- Applied Economics (MBA)
- Banking (MBA)
- Behavioral Finance (MBA)
- Brand and Product Management (MBA)
- Business Strategy and Decision Making (MBA)
- E-Business (MBA)
- Economic Policy Analysis (MBA)
- Entrepreneurship (MBA)
- Finance (MBA)
- Financial Analysis (MBA)
- Financial Management and Control (MBA)
- Health Sector Management (MBA)
- Hospitality Leadership (MBA)
- Human Resource Management (MBA)
- International Business (MBA)
- Investment Management (MBA)
- IT Management (MBA)
- Leadership and Change Management (MBA)
- Management Accounting (MBA)
- Information Systems (MBA)
- Marketing Management (MBA)
- Consumer Insights (MBA)
- Marketing Strategy and Planning (MBA)
- Non-Profit Hospitality Leadership (MBA)
- Operations Management (MBA)
- Organizational Diversity (MBA)
- Real Estate Finance and Investment (MBA)
- Revenue Management (MBA)
- Sports Management (MBA)
- Strategic Global Marketing (MBA)
- Strategy, Execution and Valuation (MBA)

**Evening M.B.A.**

All of the core course requirements for the M.B.A. are offered at the Loop and the Naperville and O'Hare suburban campuses. Required core courses are offered every quarter at the Loop campus but variably at the suburban campuses. All requirements are offered at least once each year at each of these locations.

Three full concentrations are available at each of the suburban campuses. These are Finance, Marketing Management and General Business. Electives applicable to other concentrations will be offered variably at the suburban locations but it may be necessary to travel to Loop campus to complete concentrations other than these three.

**Weekend M.B.A. at O'Hare Campus**

The Weekend M.B.A. Program is a rigorous yet rewarding program designed for the self-directed manager with an interest in using technology to supplement traditional M.B.A. course work. The curriculum provides knowledge in each of the major business functions along with specialized courses in Management and Finance such that students may earn concentrations in Finance and/or Operations Management as part of the weekend program. Upon completion of the required core sequence of courses, students are able to select concentration courses from among the more than 35 concentrations available to part-time M.B.A. students. Please note that only the Finance and Operations Management concentrations are available in the weekend format.

Each course is taught as a blend of traditional lecture and distance learning formats. Classes meet on alternate Saturdays at the O'Hare Campus. Students will work via distance learning in the weeks between class meetings. Admitted students will proceed through the program as a cohort group. Admission to the program is for fall quarter only.
Specialized Masters Programs

These specialized Master’s degrees are designed for professionals with a specific and focused career path who are looking to enhance and expand their expertise.

- Master of Accountancy (M.ACC)
- Master of Science in Accountancy (M.S.A.)
- Master of Science in Computational Finance (M.S.C.F.)
- Master of Science in Entrepreneurship (M.S.E.)
- Master of Science in Economics and Policy Analysis (M.S.E.P.A.)
- Master of Science in Finance (M.S.F.)
- Master of Science in Hospitality Leadership and Operational Performance (M.S.H.L.O.P.)
- Master of Science in Human Resources (M.S.H.R.)
- Master of Science in Marketing (M.S.M.)
- Master of Science in Marketing Analysis (M.S.M.A.)
- Master of Science in Real Estate (M.S.R.E.)
- Master of Science in Taxation (M.S.T.)

Graduate Business Student Handbook

In addition to the DePaul University Graduate Student Handbook, the Kellstadt Graduate School of Business Student Handbook includes the rules, regulations and requirements for its graduate programs.

While every effort has been made to provide herein accurate and firm information, this handbook does not constitute a contract between the student and the University. The University reserves the right to revise the content of any of its handbooks and schedules and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

A student entering the Kellstadt Graduate School of Business should follow the catalog in effect at the time of entrance. A student who is readmitted or who changes his or her program or status is subject to the terms of the catalog in effect at the time of readmission or change.

All students are expected to adhere to the Student Code of Responsibility, to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the Kellstadt Graduate School of Business may have made in individual cases at the time of admission. Failure to do so may be grounds for dismissal from the program.

Grades

The university has an approved list of possible final grades students may receive for each attempted course. Faculty are limited to this list in the grades that they may assign each term. The method for evaluating each student's progress in a course is at the discretion of the instructor, provided the method is fair, uniformly applied and made known to the class at the start of the term. The university does not have an evaluation key or course grading system for the purpose of assigning final grades.
Evaluation Key

Following is the key to the system of evaluating the academic achievement by the student of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. Once assigned, university policy prohibits faculty from changing grades without the written permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student’s final grade.

A The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.
F The instructor judged the student NOT to have accomplished the stated objectives of the course.
IN Temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. An incomplete grade may not be assigned unless the student has formally requested it from the instructor and the instructor has agreed to work with the student to complete the course. Students must complete the remaining course work with the faculty who assigned the incomplete. Students may not be reassigned to a new course or class section for the purpose of completing course material to remove an IN grade.

IN A student is given a maximum of two consecutive terms, excluding summer sessions or inter-sessions, to complete the required work. The actual time allowed is at the discretion of the faculty and may be less than but not more than the maximum of two terms. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to “F” grades.

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

Permanent grade assigned to a degree recipient who chooses not to resolve a grade of “IN” awarded during the last two terms prior to graduation. The grade of “ING” (Incomplete, Graduated) is final, and cannot be changed or lapsed to “F” once the degree is posted.
R Student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending more than one quarter.
RG Permanent grade assigned to a degree recipient who chooses not to resolve a grade of “R” awarded during the last two terms prior to graduation. The grade of “RG” (Research, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.
PA Passing achievement in a pass/fail course.
W Automatically recorded when the student files his withdrawal through the student’s home college or school on or before the date designated in the academic calendar for such withdrawal.
AU Auditor status, not for credit
M Final grade is missing (not submitted)
FX Unauthorized withdrawal
Minimum Grade Requirements

A cumulative average of C (2.0) is required for graduation for all programs. In addition, a 2.0 cumulative GPA is required for the concentration courses and any elective course work which is taken in the same area as the concentration. A 2.0 cumulative GPA is required in all concentrations if more than one concentration is chosen.

MBA students will receive credit for a concentration course in which they receive a C– or better. Any grade lower than C– in a concentration course does not count as credit toward the degree and the student must repeat the course or an approved substitute. Students must receive C– or better in any elective which is in the same area as the concentration(s).

Specialized masters programs follow the MBA concentration policy for minimum grades and grade point averages.

If an upper division undergraduate course is taken for graduate credit a final grade of B or better must be earned in order for the course to apply toward the degree. A student may receive graduate credit for one 300-level business course completed while a student in the graduate school of business with the specific, prior written approval of the department chairman of the student’s area of concentration.

Graduation with distinction is reserved for those students obtaining an overall grade point average of 3.6 or above for courses taken in the Kellstadt Graduate School of Business.

Graduation With Distinction

Graduation with distinction is reserved for those students obtaining a cumulative grade point average of 3.6, or above, for courses taken toward the applicable degree while in residence in the Kellstadt Graduate School of Business.

Probation and Dismissal

Two grades of F or FX will result in automatic dismissal from the program.

A student will be placed on probation as soon as his/her graduate G.P.A. falls below 2.0. In determining this average, grades from all courses taken while in the Kellstadt Graduate School of Business, including repeated courses, will be computed. The student will remain on probation until three more courses are taken, after which time another evaluation will be made. If at that time the student has failed to raise his/her cumulative G.P.A. to the required level of 2.0, the student will be dismissed from the program and prohibited from registering for additional graduate course work.

A student who has been dismissed from the program may, after a period of time not less than two quarters, petition for reinstatement, presenting conclusive evidence that his/her situation has changed in such a way as to make probable the successful completion of the program. Each case will be considered on an individual basis by the assistant dean, whose decision is final. Any student reinstated will re-enter the program on the terms and conditions set forth by the assistant dean.
Course Credit

Courses offered by the Kellstadt Graduate School of Business typically earn four quarter hours of credit (qhrs) upon successful completion. Exceptions include ACC 640 (5 qhrs) and special courses that are offered across multiple terms.

Most classes are offered over a ten-week period of instruction followed by an examination period in the eleventh week of the term and carry four quarter hours of credit. The unit of credit for quarter hours is defined as one hour granted for 45 minutes of classroom work per week in a ten week period of instruction. Exceptions include Accounting 640, which carries five quarter hours of credit, and special courses that are offered across multiple terms.

A student may receive graduate credit for one 300-level Commerce course completed while a student in the graduate school of business with the specific, prior written approval of the department chairman of the student’s area of concentration. If an upper-division or 300-level course is taken for graduate credit a final grade of B or better must be earned in order for the course to apply toward the degree.

Course credit is earned if a student receives any grade of A through D. Duplication of courses or course work is not permitted except where a student is advised to repeat a course for which an F or D was earned. Double credit is not given for duplicated courses. Students must repeat a course for which an F was earned if the course is taken as part of an MS program or Concentration.

For All Programs

Residency status in the Kellstadt Graduate School of Business commences with the first enrollment in one of its programs with degree seeking status.

A student entering the program with prior graduate-level coursework in business must submit a written request for acceptance of transfer credit. The number of courses actually transferable will be determined by the Kellstadt Graduate School of Business. A maximum of six courses may be accepted as transfer credit. The actual number of transfer courses accepted will vary with each student in accordance with the residency requirement policy and the course waiver policy. Students may not transfer courses after matriculation.

The written request for acceptance of transfer credit must contain a course description or syllabus. In addition, a bulletin, course catalog or statement of the school’s academic regulations may sometimes be required before a final decision of transferability can be made. In such cases the Kellstadt Graduate School of Business will specifically request the additional material or information required for a decision.

Courses with grades less than C will not be considered for transfer to the Kellstadt Graduate School of Business. Ordinarily, a course must carry at least four quarter hours of graduate credit to be acceptable for transfer. No more than two courses are acceptable for transfer in any one field without the written permission of the appropriate program director. Transfer credit is not calculated into the student’s cumulative grade point average. Transfer credit is subject to the same six-year limit for validity as courses taken in residence at DePaul.
For MBA Programs

For students with relevant previous credit a minimum of nine courses, or 36 quarter hours, must be taken in residence in the Kellstadt Graduate School of Business in order to qualify for the MBA degree. To qualify for the minimum residency requirement students must have a sufficient number of waived courses (see below) and appropriate non-duplicate transfer work (see Transfer of Graduate Credit) such that only nine course requirements remain for completion. At least two, and as many as three, remaining courses must be in an area of concentration. The number of concentration courses needed to meet the residency requirement is dependent upon the concentration selected.

Waiver and Substitution Policy (MBA Only)

MGT 500 and GSB 599 are required of all students and may not be waived or substituted. Business Foundation and Managerial Decision Area courses may be waived (excused without additional course work required) if the student has completed equivalent course work with a grade of C or better. Substitution decisions (i.e., permission to take an advanced course in place of a required course) are made by the appropriate department chair or faculty program director and only in unusual circumstances. The interpretation and evaluation of the student’s previous course work for course waiver decisions is the prerogative of the Kellstadt Graduate School of Business, which will make the final determination of the quality and pertinence of such work.

For Second Degrees or Concentrations

Students who wish to pursue a second concentration in the MBA, or a second graduate degree in business subsequent to the completion of any graduate degree, are subject to the residency requirement policy. In addition, not fewer than 50% of the requirements for a second degree must be completed as new material not applied to any previous degree or concentration and more than 50% of the requirements of a second concentration must be completed as new material not applied to any previous degree or concentration. Students may not receive two MBA degrees.

The course expiration rule may be extended or waived in some cases for students returning for second degrees or concentrations.

For Specialized Masters Programs

The minimum number of courses taken in residence in the Kellstadt Graduate School of Business may not be fewer than 50% of the maximum number of courses required for the degree. Actual residency requirements are determined by the faculty of the department sponsoring the degree and may be set higher than the 50% allowed by the college.
Returning to DePaul for an Additional MBA Concentration

After earning an MBA degree from DePaul University's Kellstadt Graduate School of Business, a student may return to complete (an) additional concentration(s). Students are subject to the academic policies and concentration requirements effective at the time of readmission. Successful completion of (an) additional concentration(s) shall be noted on the student’s official transcript with the completion date(s). However, the student's original grade point average at completion of the MBA degree remains frozen. Further, course work to add (an) additional concentration(s) does not affect the student's academic status or distinction earned at the time of the original degree conferral.

The course expiration rule does not apply to students who have completed the M.B.A. degree and are returning for the purpose of completing an additional concentration.

Auditor Status

Students may audit a course only with the permission of the appropriate academic director. When a student is permitted to audit a course, tuition and fees are charged at the regular scheduled rates and must be paid at time of registration, and are not refundable. Audit courses receive no credit.

Students may not change to auditor status or from auditor status after the third week of class. The final decision to continue regarding auditor status must be made with written notice to the college office by the end of the third week of class.

Course Expiration Rule

All degree requirements must be satisfied within six years commencing with the term of initial enrollment. A course taken more than six years prior to the last term of attendance before the degree date may be reinstated for graduate credit upon approval of the academic program director or the Kellstadt Graduate School of Business. Exceptions may be made for students who return for a second degree or post-MBA concentration.

Admission & Aid

To succeed in the study of business, students must possess a number of academic qualities. Specifically, students must be able to think analytically and reason to valid conclusions relying on both quantitative and qualitative information. Particular attention is therefore given to the mathematical and verbal abilities of candidates.

Undergraduate candidates interested in admission to the Driehaus College of Business should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu or (312) 362-8300.

Students interested in the Kellstadt Graduate School of Business should refer to the graduate admission section.
Graduate Admission

Applicants must possess the equivalent of a bachelor’s degree from a regionally accredited institution. A prospective graduate student is expected to present a superior overall previous academic record and an above average total GMAT score (or GRE score where appropriate) including high achievement on the verbal, quantitative, and on the analytical writing assessment. The examination must have been taken no earlier than five years prior to the date of admission to the program.

Other factors, such as work experience and career progression, are also important and will be considered by the Admissions Committee. All applicants are required to submit two professional letters of recommendation as well as a current resume.

All prospective students are welcome to arrange a meeting with an admissions counselor. Please phone the graduate school office for an informal appointment. Interviews are not required as part of the admissions process for the part-time M.B.A. program, but may be requested by the Admissions Committee. Interviews for the full-time M.B.A. and weekend M.B.A. programs are on an invitation-only basis. Once a completed application has been received, a preliminary review is completed and selected candidates are invited to interview.

Each applicant is considered on an individual basis. The full-time and weekend M.B.A. programs do have limited enrollments, but for the other graduate business programs there currently is no predetermined limit to the number of students who can be admitted. Thus, for these programs, all students who are judged eligible by the Admissions Committee will be invited to matriculate.

Graduate Management Admission Test (GMAT)

To be considered for admission as a degree seeking student, an applicant will be required to submit a score from the Graduate Management Admission Test (GMAT). GMAT information including dates, a list of test centers, and applications for the exam may be obtained at www.mba.com or by contacting Pearsonvue at 1-800-717-4628. The GMAT score report must come directly from Pearsonvue. A test taken more than five years prior to the date of application is not considered valid for admission purposes and would have to be retaken. An exception may be made for individuals who hold a doctoral or other terminal degree awarded by an appropriately accredited institution. An exception may also be made for fully certified CPA’s applying to the Master of Science in Taxation program. Applicants to the Master of Science in Human Resources Management and the Master of Science in Economics and Policy Analysis may submit either a GMAT or GRE (Graduate Records Examinations) score. As with the GMAT, GRE scores are valid for five years.

Application Deadlines

For the day MBA program (Full-time):

Admission to the Day M.B.A. program is competitive and is limited to the Autumn Quarter. There are three application rounds, with deadlines of February 1, April 1 and July 1. Application review begins in January, and you are encouraged to apply as early as possible. Decisions are mailed on an ongoing basis beginning in January, and applicants should expect to receive an admission decision approximately 4 weeks after their application becomes complete.

Applicants who wish to be considered for scholarships and graduate assistantships should apply during the first two application rounds. These awards are generally not available to applicants who apply after April 1.

Late applications submitted after the final July 1 deadline may be considered if space remains available in the incoming class.

For the weekend MBA and MS in Economic Policy Analysis programs:

Applications must be submitted by July 1st. Applications received after July 1st will be considered on a space
available basis.

For all other graduate business programs:

Applications must be submitted by:

- July 1st for the Autumn Quarter
- October 1st for the Winter Quarter
- February 1st for the Spring Quarter
- April 1st for the Summer Quarter

Applicants educated outside the United States must submit their applications one month prior to the above deadlines.

Transcripts

Degree seeking applicants must present official transcripts from each junior college, college, and university attended (even if only for one course) including DePaul University, if applicable. Credits transferred and posted on the record of a second school do not constitute an official transcript of the original school. Transcripts that are already on file as part of a student record in another College Office at DePaul may be required to remain there and in that case cannot be transferred to the Graduate School of Business Office.

Applicants should write to the Registrar of each school attended, requesting that an official transcript be sent to the student. Once all of the transcripts have been received applicants should submit them to the graduate school office in their original envelopes with the applicant's name, date of birth and program of interest noted on the envelope. We will then add the transcripts to the applicant's admission file.

An applicant who is still taking courses or completing a program at the time he/she submits an application to the Graduate School of Business will not receive full admission until a final and official transcript listing the degree awarded has been submitted to the Admissions Committee. Please see Conditional Admission and Non-degree Status for more information regarding admission prior to posting of an undergraduate degree.

Readmission

A student previously admitted who has been absent from DePaul for one year or longer must complete the application form and submit a transcript of any courses taken elsewhere during his/her absence. A student must submit a written explanation of his/her absence from the program and an updated resume. A $30 application fee is required.

If the original application has been destroyed (after an absence of two years), the student may be required to complete a new application in full.

Special Instructions for International Applicants

Educational Credentials For International Students or Programs

Applicants must submit transcripts from all colleges and universities attended, including those attended but from which no credit was earned. Exceptions may be permitted for study-abroad credit when that credit is clearly defined and displayed on the home institution transcript.

Applicants with non-U.S. educational credentials for Winter term 2012 and beyond are required to submit their official educational credentials (e.g., transcripts, mark sheets, degree certificates, graduation diplomas) and evaluation fee directly to one of the three evaluation companies below:

- Educational Credential Evaluators, Inc.
- Educational Perspectives
- One Earth International Credential Evaluation

These evaluators will then provide DePaul with a general evaluation of their studies and certified copies of their international educational credentials which will be used during admission review. Please direct any questions about required credentials to the evaluation company you have selected and not to the Kellstadt Graduate School of Business. DePaul will not accept evaluations from any other evaluation companies and will not accept any educational credentials without an evaluation from ECE, EP or One Earth.

English Proficiency

Non-native English speakers who have not completed a bachelor's or master's degree in the United States should submit scores from a recognized English proficiency test. The Kellstadt Graduate School of Business accepts
Scholarship Opportunities

Please refer to the individual departments for a listing of available scholarships.

Double Demon Scholarship

In addition, if you are an alumnus from any of DePaul's colleges, you qualify for the Double Demon Scholarship which covers 25% of the tuition for a master's degree in the College of Computing and Digital Media or the Kellstadt Graduate School of Business.

There is no application required for the Double Demon Scholarship. Alumni who are admitted into a master's degree program in the College of Computing and Digital Media or the Kellstadt Graduate School of Business for the Winter Quarter 2013 or a future quarter will automatically qualify for the scholarship.

If you have questions about master's degree programs or the Double Demon Scholarship, please contact one of the college admissions offices below.

College of Computing and Media
admission@cdm.depaul.edu
312-362-8714

Kellstadt Graduate School of Business
kgsb@depaul.edu
312-362-8810

Financial Aid

Financial aid and alternative financing programs, as well as scholarships are available to students. Completing a current FAFSA (Free Application for Federal Student Aid) is the first step to determining your overall eligibility for financial aid.

Additional information is available on DePaul's Admission and Aid website.

Undergraduate Programs Office

The Undergraduate Programs office supports the mission of the Driehaus College of Business in a variety of ways:

- **Academic Advising**: Provides students with guidance on course selection, degree planning, and major and minor selection.
• **Records Auditing**: Assists students with determining degree progress and remaining requirements.

• **Degree Conferral**: Verifies students are eligible to receive their DePaul degree.

• **Declaration Processing**: Allows students to declare major and minor programs.

• **Orientation**: Introduces new business students to the college through Premiere DePaul, Transition DePaul, and Inter-College Transfer programs.

• **Special Programs**: Enhances the student experience through opportunities and events like Beta Gamma Sigma, Freshman Honors Convocation, and the annual Commencement Ceremony.

The Undergraduate Programs office is located in DePaul Center 5200 and may be contacted by telephone at (312) 362-5358.

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### Academic Advising

All undergraduate degree seeking students in the Driehaus College of Business may receive academic advising in the Undergraduate Programs office.

Academic advisors are available to provide information concerning degree progress, curriculum, course selection, registration, academic regulations, and university policies and procedures. Academic advisors will also make appropriate referrals to help students in the use of college and university resources according to individual needs. Students are encouraged to consult their advisor periodically throughout the year.

In addition, faculty can assist in the selection of major electives and business electives which will best complement a student’s major and career orientation.

The Undergraduate Programs office is located in DePaul Center 5200 and may be contacted by telephone at (312) 362-5358.

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### Advising Staff

Catherine Alonzi Gill, M.Ed.
Assistant Director

Stephanie Halaska, M.A.
Assistant Director

Rhonda Bartosik, M.Ed.
Academic Advisor

Christopher Chiakulas, M.A.
Academic Advisor

Thomas Hicks, M.S.Ed.
Academic Advisor

Jason Majchrzak, M.S.
Academic Advisor

Kristin Westfall, M.A.
Academic Advisor

Rebecca Willems, MBA
About

Communication is the art and science of creating and sharing meaning. In the College of Communication, you'll develop a deeper understanding of the complex and challenging communication practices and processes that characterize our rapidly changing world; you'll master the techniques for crafting and delivering messages across a variety of social contexts and platforms: face to face, print, audio, video, Web and other social media. You'll learn from exceptional teachers - from professors who have many years of experience in some of the biggest media markets in the nation, and from scholars publishing in some of the top national and international journals. You'll gain hands-on experience in our state-of-the-art facilities, through our award-winning radio station and newspaper, and through a wide range of internships and community projects.

The creation of a College of Communication at DePaul has set the stage for enhanced quality, substantially enriched curricular and programmatic offerings, joint programming with other schools and colleges within the university, expanded opportunities for our students to engage in workplace experiential learning; increased regional and national visibility; and significant additional growth in undergraduate programs, graduate programs, and overall enrollments.

Administration

Jacqueline Taylor
Professor and Dean
Donald Martin
Associate Dean and Professor
Jean-Claude Teboul
Associate Dean and Professor
Shena D. Ramsay
Assistant Dean

Faculty

Jacqueline Taylor, Ph.D.,
Professor and Dean,
University of Texas, Austin

Luisela Alvaray, Ph.D.,
Assistant Professor,
University of California, Los Angeles

Jay Baglia, Ph. D.,
Assistant Professor,
University of South Florida

Daniel Azzaro, M.B.A.,
Instructor,
Fordham University

Eva Bongiovanni, M.B.A.
Assistant Professor,
Harvard University

Paul Booth, Ph.D.,
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Rensselaer Polytechnic Institute

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Purdue University

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University of Nebraska

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University of North Carolina, Chapel Hill

Shu-Chuan Chu, Ph.D.,
Assistant Professor,
University of Texas @ Austin

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Loyola University

Tim Cole, Ph.D.,
Associate Professor,
University of California, Santa Barbara

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Instructor and Prof. Director of M.A. Public Relations and Advertising
Indiana State University

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Assistant Professor,
Purdue University
Elena Esquibel, Ph.D.,
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Bruce Evensen, Ph.D.,
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University of Wisconsin
Elissa Foster, Ph.D.,
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University of South Florida
Dusty Goltz, Ph.D.,
Assistant Professor,
Arizona State University
Sean Horan, Ph.D.,
Assistant Professor,
West Virginia State
Rajul Jain, Ph.D.,
Assistant Professor,
University of Florida
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Assistant Professor,
University of Texas, Austin
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Instructor,
University of North Carolina at Chapel Hill
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Instructor and DePaulia Advisor,
University of Chicago
Kenneth Krimstein, M.A.,
Instructor,
Northwestern University
Lucy Xing Lu, Ph.D.,
Professor,
University of Oregon
Daniel Makagon, Ph.D.,
Associate Professor,
University of South Florida
Donald Martin, Ph.D.,
Professor and Associate Dean,
University of Texas, Austin
Jason Martin, Ph.D.,
Assistant Professor,
Indiana University

Teresa Mastin, Ph.D.,
Associate Professor,
Michigan State University

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University of South Florida

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Northwestern University

Suchitra Shenoy, M.A.,
Instructor,
Purdue University

Jill Stewart, M.S., M.A.,
Instructor,
Boston University

J.C. Bruno Teboul, Ph.D.,
Professor and Associate Dean,
Ohio State University

Hai Long Tran, Ph.D.,
Assistant Professor,
University of North Carolina, Chapel Hill

Scott Vyverman, M.A.,
Instructor and Radio DePaul Advisor,
Xavier University
Contact Us

Candidates interested in admission to the College of Communication should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Academics

The College of Communication is home to both Undergraduate and Graduate degree programs.

Graduate Programs

As our world is reshaped by technological, social, political and economic change and as the United States becomes more visibly a culture of many cultures, the challenges and opportunities for communication specialists increase. The College of Communication offers the following graduate degree programs:

- Health Communication (MA)
- Journalism (MA)
- Media and Cinema Studies (MA)
- Organizational and Multicultural Communication (MA)
- Public Relations and Advertising (MA)
- Relational Communication (MA)
Communication Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Communication Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Courses and Credit

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. Currently the College of Communication does not allow students to audit graduate coursework.

Students are not permitted to take graduate classes as pass/fail. They must earn a letter grade in all coursework. Grades of "D" and "F" are failing grades and will not count towards the completion of the degree. If a course is repeated, all of the grades are recorded on the academic record and calculated in the GPA.

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled for less are considered part-time. For students fully employed, registration for two courses in a term is the suggested maximum.

Credit Limitation

Coursework taken within six years of the student's first date of enrollment will be considered in awarding the final degree.

Transfer Credit

College of Communication graduate programs vary with regard to the number of transferred credit hours allowed. Students must have earned a B or better in courses in order for credit to be transferred. The courses must have been taken in the last five years.
Dismissal

Failure to Advance

All students are required to complete all requirements of their M.A. program within six years of first enrollment. Students failing to meet this requirement will be dismissed from the program. However, students can withdraw from the program and reapply later. If accepted, their previous coursework will count toward the degree if it meets the requirements of the program at the time of readmission, and the six year timeframe will include both spans of attendance, but not the time during which the student was not in the program.

Students who have not withdrawn from the program, but have been removed from the active status roster will need to complete a readmission form to resume the program and begin taking courses again or to be eligible for the master’s thesis defense or comprehensive exams. Once readmitted, the six-year clock will remain from the date of the original admission.

Failure to Pass Comprehensive Exams

Students have two attempts to pass their comprehensive examination in programs where such examinations exist. Failure of one or all of the exams after the second attempt will result in dismissal from the program.

Failure to Meet the Requirements of Conditional Acceptance

A failure to meet the requirements of Conditional Acceptances results in dismissal from the graduate program.

Special Circumstances

If a student has made good progress toward the degree and has a compelling explanation for the circumstances that caused the dismissal, he or she may petition the graduate board for reinstatement. The graduate board will decide if any exceptions to the dismissal policy are warranted, and the board’s decision requires approval by the Associate Dean of Graduate Programs.

Graduation Requirements

Degree Requirements

You must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. Completed degree requirements can include the submitting of the dissertation or thesis or the research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 3.000 to graduate. Students must complete all degree requirements within six years of the first term of enrollment.

Graduation with Distinction

In order to graduate with distinction, students must earn the following:

PRAD: 3.85 GPA or 3.75 GPA and pass comprehensive exam/thesis with distinction
OMC: 3.85 GPA and pass comprehensive exam/thesis with distinction
MCS: 3.85 GPA
JOUR: 3.85 GPA
HTHC: 3.85 GPA
RELC: 3.85 GPA

Probation

All students are required to maintain a 3.0 (B) average in their coursework. Please note that a grade of B- is a 2.7. If a student falls below this average, the relevant graduate director shall inform the student that s/he is on probation and has two quarters to attain the required minimum grade point average. Failure to meet the required GPA within that timeframe will result in dismissal from the program.

For specific information please see the “Grades” section in the University Graduate Handbook.

Readmission

Applicants are admitted to the College of Communication on the basis of their proven competencies measured by academic criteria, recommendations, and ability to complete programs of study and research prescribed for the MA programs.

Readmission Procedures

Applications for readmission to any of the Communication graduate programs after a dismissal will only be considered after one calendar year. If you were previously enrolled in a graduate program in the College of Communication but have not been in attendance for a period of one calendar year or longer, but not more than four calendar years, you must file a readmission application. (If more than four years have elapsed since you have been in attendance, you must file a new application.) The form must be submitted at least two weeks prior to the day of registration for the term in which you expect to resume your studies.

Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

Reclassification Procedures

Should you desire to change programs or admission status, you must file a reclassification application.
Registration

Registration in Courses in Other Colleges or Schools

Graduate students may be permitted to register for courses offered in other colleges or schools of the University after appropriate consultation with either their graduate program director or academic advisor.

Residence Registration

Whether in residence or not, all admitted graduate students who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered in each quarter.

Admission & Aid

Candidates interested in admission to the College of Communication should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Scholarship Opportunities

Undergraduate

DePaul awards a variety of scholarships to freshmen and transfer students.

Financial Aid

Students who plan to fund their education through federal loans should complete and submit the Free Application for Federal Student Aid (FAFSA). DePaul's Financial Aid Office will create a financial aid package based on your FAFSA information.
Graduate Admission

Classifications

DePaul Students and 5-year Programs

Undergraduate students in the College of Communication are eligible to apply for admission to the 5-year B.A./M.A. program. Admission is conditional until the bachelor’s degree is posted on the DePaul transcript. The M.A. programs in Journalism, Media and Cinema Studies, Organizational and Multicultural Communication, Health Communication, and Relational Communication offer an accelerated master's degree that begins in an undergraduate’s senior year and may be completed in one subsequent year. The combined degree programs are available to College of Communication undergraduates only. Further information about these 5-year B.A./M.A. programs can be found within specific program descriptions in this Catalog.

Reinstatement

In order for a student who has been dismissed to be reinstated into the program, the student must demonstrate a change in circumstances to an extent that would support successful completion. The student may petition for reinstatement after one calendar year following the dismissal. The Associate Dean of Graduate Programs must approve the petition.

Registration and Credit Hours

No one is permitted to attend a class for which he or she had not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer, and accelerated three-week period in December). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

Full-time and Part-time Status

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled in 4 to 7 hours of credit are considered halftime. Those registered for less than 4 quarter hours of credit are considered less than half-time. For students fully employed, registration for two courses in a term is the suggested maximum.

Transfer Credit

For students who have taken graduate courses in another accredited university, DePaul allows for the transfer of up to three graduate courses (1/4 of the degree). The graduate program director determines whether any courses may transfer. Students requesting any course credit transfers should complete a Transfer of Credit Request Form and provide a copy of an official transcript showing the completed course and grade and a course syllabus. The graduate program director will review the courses and provide a determination, in writing, about whether they may be applied toward the MA degree. If so, which, if any, required courses they may replace. Applicants are encouraged to obtain all transfer approvals in writing before beginning the DePaul graduate program.

Special Programs

American Advertising Federation (AAF)

The DePaul Student Advertising Group is the official organization for students interested in advertising at DePaul University. Our purpose is to bring together students who share a passion for great advertising and
communication solutions. Our group helps prepare students for a career in advertising by facilitating an ongoing dialogue that covers the latest developments and trends in the ad industry. We do this through a mix of guest speakers and advertising industry presentations, student ad competitions, networking and career information sessions, visits to local Chicago area advertising/communication agencies, and social events.

**Debate**

The College of Communication promotes social and political discussion through debate. This activity develops presentation, reasoning and persuasive skills and offers students the opportunity to participate in a variety of formats. Debate also deepens students’ understanding of the issues which will shape the future.

**DePaul Communication Organization (DCO)**

Students who are interested in the field of Communication may join DCO, a student-run organization. DCO hosts a variety of activities, speaking events, and site visits throughout the year that allow students an opportunity to network with one another as well as professionals in the field. DCO is open to all DePaul students regardless of their major.

**Good Day DePaul (GDD)**

Good Day DePaul is a student run news magazine show that caters to DePaul students and college aged students in general. The program films one to two times a month and features DePaul news as well as current events. Students produce, direct, and anchor the program, as well as conduct in studio interviews.

**Internship College**

The College offers an internship program through which majors and minors can earn academic credit and gain practical experience in a professional setting. Students may be enrolled in CMN 394, Advanced Communication Internship, and/or CMN 395, Communication Internship Special Topics (topics vary), only after meeting college-established eligibility requirements. An individual student may participate in several internship experiences. A maximum of 16 quarter hours of internship and practicum credit can be applied to degree requirements. CMN 394 may be used to fulfill the Junior Year Experiential Learning Requirement in the Liberal Studies Program and/or as a major field requirement. If a second internship is taken, CMN 395 may count as a communication elective. A maximum of two graded internships can be used toward the major field requirements. Subsequent hours of internship credit are taken through different CMN 395 special topics courses and fulfill unrestricted electives. Communication minors may have one graded internship count towards completion of the minor.

**Public Relations Student Society of America (PRSSA)**

PRSSA is a student-run organization for those interested in a career in public relations. The DePaul chapter organizes a variety of activities throughout the academic year including visits to Chicago public relations agencies, career fairs, speaker events featuring industry professionals, as well as a mentoring program and young alumni outreach effort geared to connect members to recent graduates now in the field.

**Radio DePaul**

The College manages Radio DePaul, the campus radio station. Students may earn up to eight credit hours (four in the major) for radio production by enrolling with instructor’s permission in CMN 393, Communication Practicum.

**Society of Professional Journalists (SPJ)**

This is a student-run organization for students interested in careers in journalism. The DePaul chapter sponsors campus speakers, career information sessions, and journalism seminars/conferences. Student members are eligible to apply for SPJ-sponsored internships and student competitions.

**The DePaulia**

The DePaulia is the university’s student-run paper and web site, which is integrated into the Communication curriculum. Published weekly since 1922, the newspaper covers news, sports, features, and community-related events. Editors on the newspaper are eligible for four hours of credit under JOUR 393, Journalism Practicum.
About

DePaul's College of Computing and Digital Media (CDM) is organized into two schools: the School of Computing (SoC) and the School of Cinema and Interactive Media (CIM) featuring degree programs designed to keep pace with the latest developments in technology while remaining grounded in the liberal arts and sciences. As one of the largest IT programs in the nation, DePaul CDM has a reputation for offering an extraordinary selection of degree programs and courses from traditional computer science, information systems, and network technologies to game development, digital cinema, animation, and our newest undergraduate program in graphic design. At CDM, students will experience a dynamic interdisciplinary curriculum and the opportunity to explore their academic curiosity through 24 minor concentrations that reflect the diverse offerings of CDM's majors.

Administration

David Miller, Ph.D.
Dean

Lucia Dettori, Ph.D.
Associate Dean

Martin Kalin, Ph.D.
Associate Dean

JoAnne Zielinski
Associate Dean

Liz Friedman, Ph.D.
Assistant Dean of Student Services

Facilities

DePaul University maintains an extensive technological infrastructure which is available for students, faculty and staff. In addition, many schools and departments maintain their own resources dedicated for use by their own constituents.

The College of CDM itself operates specialized laboratories in the following:

- Requirements Engineering Lab
- Mobile Commerce Lab
- Solid Objects and Graphics Lab
- Animation Lab
- Network Security Lab
- Game Development Lab
- Console Gaming Lab
- Digital Cinema Advanced Editing Lab
Contact Us

DePaul University
College of Computing and Digital Media
243 South Wabash Avenue
Chicago, IL 60604
312 362 8381

Academics

The College of Computing and Digital Media offers both Undergraduate and Graduate degrees. An option to pursue a combined Bachelors/Masters degree is also available for academically gifted students.

Graduate Programs

- Animation (MA)
- Animation (MFA)
- Business Information Technology (MS)
- Cinema (MFA)
- Cinema Production (MS)
- Computational Finance (MS)
- Computer and Information Sciences (PhD)
- Computer Game Development (MS)
- Computer Science (MS)
- Computer, Information and Network Security (MS)
- E-Commerce Technology (MS)
- Human Computer Interaction (MS)
- Information Systems (MS)
- Information Technology Project Management (MS)
- Network Engineering and Management (MS)
- Predictive Analytics (MS)
- Screenwriting (MFA)
- Software Engineering (MS)
CDM Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Computing and Digital Media Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in specific graduate program sections.

As a graduate student, you assume the responsibility to know and meet both the general and particular policies and deadlines outlined in this catalog and handbook.

Specific Graduate Program Information can be found on each program page.

Dismissal / Probation

Master’s Degree students are required to meet all GPA requirements for their declared program. Once a student’s cumulative GPA falls below 2.5 a student is allowed to complete an additional 16 credits or 3 quarters (whichever comes first) to return to good academic standing. If at the conclusion of this time period, the cumulative GPA remains below 2.5, the student may be dismissed from the program.

Doctoral student progress will be evaluated annually. Students must maintain a GPA of 3.5 or better to remain in good standing in the program. Any course grade below B- is unsatisfactory and will not be counted toward degree requirements. The PhD committee will ask a student to withdraw from the doctoral program if the committee members judge that the student is not satisfactorily progressing toward the degree.

A student who has been dismissed may, after a period of time, apply for readmission. In addition to the application, the student should provide information that would demonstrate a change in the student’s circumstances to the extent that would support successful completion of the student’s degree program.

Evaluation and Credit / Limitations

Using Undergraduate Credit for Graduate Courses:

All courses numbered 100 through 399 are considered to be at the undergraduate level and are not accepted for graduate credit. Exceptions to this policy may include courses from the Institute for Professional Development (IPD) that are indicated as applicable for graduate credit, and as approved by the student’s faculty advisor.

Transfer Credit

Transfer credit is not widely accepted at the graduate level. However, in certain circumstances and with the approval of the student’s faculty advisor and the CDM dean’s office, it will be considered. In all instances, a maximum of two courses will be considered for transfer into any CDM graduate degree program. Course work that has already been applied toward a degree may not be applied as transfer credit. This transfer credit policy also applies to credit earned in certificate programs through the Institute of Professional Development.
Graduation Requirements

The minimum requirements to graduate with an MA or MS degree are as follows:

- 2.5 cumulative grade point average
- 52 credits (normally 13 courses) earned in graduate courses which have not been used to complete any previous degree

In addition, students must successfully complete all degree requirements as listed on the program pages of the catalog under which they were admitted. Students need to achieve the minimum grade point average indicated for their declared program of study to graduate. Specific graduation information for each program is listed on the program page.

MFA and PhD requirements may be different. Students should consult the appropriate page in the catalog for specific grade and credit requirements.

Grades, Repeating Classes

All grades from all graduate level courses are computed in the cumulative GPA. When a student repeats a graduate level course, both the old and new grades are calculated in the graduate GPA.

Graduation with Distinction

Master of Arts and Master of Science degrees will be awarded with distinction to students who earned a cumulative graduate GPA of 3.9 or higher.

Readmission

A student must complete the graduate program requirements in place at the time of the student's first enrollment in the graduate program. A student who changes graduate programs while his/her studies are in progress must complete the requirements in place at the time he or she enrolls in the new program. A student who changes graduate programs during a break between terms (e.g., winter, spring) follows the requirements in place for the term immediately following the break. A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.
Registration

Students are responsible for abiding by all registration policies as described in the DePaul Graduate Student Handbook.

Online learning students MUST register for the appropriate online course section. Failure to register for an online learning section prohibits the student from online learning services, including exam proctoring.

Special Note: Students are NOT allowed to attend a course or utilize online course technology if they are not on the class roster.

CDM does not allow enrollment in closed courses. Students wishing to enroll in a closed course may elect to add themselves to the course waitlist in campus connect. The waitlist allows students to be auto-enrolled in a class as seats become available. Auto-enrollment from the waitlist occurs hourly during the first week of enrollment and two times per day until the last day to add a class. Students are strongly encouraged to closely monitor their email accounts if they have any waitlisted courses. All waitlists expire after the last day to add a class each term.

Online Learning

Undergraduate

Many courses are available for review and playback via the CDM Course Online playback system (COL). If a course is COL-enabled, any student registered in the course has access to the course playback. Students are strongly encouraged to utilize the COL resource wherever available. Some undergraduate courses are offered online. However, CDM currently does not offer any undergraduate program completely online.

Graduate

DePaul CDM Online Learning programs are specifically designed to complement the busy lifestyle of working professionals. Our Course OnLine (COL) lecture playback system brings the unique experience of an on-campus DePaul CDM education to off-campus students, and gives them flexibility in how, when, and where they learn.

We offer 11 master's degree programs that can be completed entirely online, including:

- Applied Technology
- Computer Game Development
- Computer Science
- Computer, Information and Network Security
- E-Commerce Technology
- Human-Computer Interaction
- Information Systems
- IT Project Management
- Predictive Analytics
- Software Engineering
- Network Engineering and Management

Graduate students who wish to complete their degree through online learning do not register for a special online degree. Rather, they apply for one of our regular degree programs and then sign up for online learning courses. The degree earned by an online learning student is identical to the degree earned by an on-campus student.
Combined Degrees

Academically gifted students may choose to enroll in the combined degree program. This program allows students to combine many CDM bachelor's degree with CDM master's degree following the structure outlined below.

Program Structure

Students in the combined degree program take a maximum of three graduate level courses that count toward both their bachelor's and master's degree requirements. Students may enroll in graduate level coursework in the junior and senior year only. Students in this combined degree program will receive the bachelor's degree after meeting all graduation requirements including the standard 192 undergraduate credit hours.

To earn the master's degree, the student must earn 52 graduate credit hours (53 graduate credit hours required for MS Information Systems). Graduate courses taken during the undergraduate career will be substituted or waived for degree completion as applicable.

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

Admission Criteria

- Minimum of 44 quarter hours earned
- Minimum of 12 quarter hours earned at DePaul
- GPA of 3.3 or higher in courses taken at DePaul
- Endorsement of faculty advisor

In order to apply for the combined degree program, your faculty advisor must send an e-mail recommendation to the CDM Academic Success Center. The recommendation should include your full name, student ID number, and the bachelor's and master's degrees you wish to combine.

Bachelor of Arts in Computing students who are enrolled via the School for New Learning are eligible for this program. Interested students who meet the admission criteria for a combined degree should contact Kenn Skorupa at SNL for more information.

Maintaining Good Standing

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

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

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

Graduate courses passed before dismissal will not be counted and may not be retaken. If the student pursues graduate study, other graduate courses must be substituted. To apply to a CDM graduate degree program, following dismissal from the combined degree, students must follow regular CDM Admission procedures, and will be required take 13 new graduate courses to earn a master's degree.

Designing a Course of Study

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

This course of study may include which undergraduate classes to avoid taking in order to take the graduate version. Failure to put together a solid plan can lead to extra coursework and a lengthening of the Combined Degree program.

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

Registering for Master's Degree Courses
The student's advisor must email Associate Dean Lucia Dettori requesting enrollment in any graduate course. The following information should be included in the email: student's full name, DePaul ID, graduate course and section, and the undergraduate course to be substituted for. Student services will process the enrollment.

**Bachelor's Degree to Master's Degree Transition**

In order to be fully admitted to the designated master's program, the student must meet all admission requirements for that program. Learn more about master's degree admission requirements. Students will follow the master's degree program requirements for the term they are admitted to the master's degree program.

**About**

The School of Cinema and Interactive Media (CIM) houses CDM's creative degrees. With an emphasis on all aspects of production, students can earn degrees that prepare them for work in digital cinema, animation, computer game development, and interactive media.

**Faculty**

David Miller, Ph.D.
Dean
University of Chicago

Shiro Akiyoshi, M.F.A.
Associate Professor
School of the Art Institute of Chicago

Meghann Artes, M.F.A.
Assistant Professor
University of California Los Angeles

Lisa Barcy, M.A.
Instructor
Columbia College

Devin Bell, M.F.A.
Assistant Professor
California Institute of the Arts

Kristyn Benedyk, M.F.A.
Assistant Professor
University of Southern California

Peter Biagi, B.A.
Cinematographer in Residence
Columbia College

Johanna Dery, M.F.A
Assistant Professor
Goddard College

Ronald Eltanal, M.F.A.

Associate Professor
University of Southern California

Scott Erlinder, M.F.A.

Assistant Professor
Columbia College

Ronald Fernandez, M.F.A.

Assistant Professor
University of Southern California

Dana Hodgdon, M.A.

Associate Professor
Northwestern University

Matt Irvine, M.F.A.

Associate Professor
Columbia College

Joshua Jones, M.F.A.

Assistant Professor
University of Southern California

Steven Jones, B.S.

Producer in Residence
Illinois Institute of Technology

Daniel Klein, B.F.A.

Instructor
New York University

Joseph Linhoff, J.D

Assistant Professor
University of Colorado at Boulder School of Law

Gary Novak, M.F.A.

Assistant Professor
American Film Institute

Thomas O’Haver

Director in Residence

Savvas Paritsis

Assistant Professor
New York University

Nichole Pinkard, Ph.D.

Associate Professor
Northwestern University

John Pasathas, M.F.A.

Assistant Professor
DePaul University

Matt Quinn, M.F.A.
Assistant Professor
Loyola Marymount University in Los Angeles

Brad Riddell, M.F.A.

Assistant Professor
University of Southern California

Scott Roberts, M.F.A.

Associate Professor
University of Wisconsin - Madison

Doris Rusch, Ph.D.

Assistant Professor
University of Vienna

Katie Salen, M.F.A.

Professor
Rhode Island School of Design

Brian Schrank, Ph.D.

Assistant Professor
Georgia Institute of Technology

Robert Steel, M.A.

Assistant Professor
Northwestern University

Alexander Stewart, M.F.A.

Assistant Professor
School of the Art Institute of Chicago

Dolores Wilber, M.F.A.

Professor
School of the Art Institute of Chicago

Jose Zagal, Ph.D.

Assistant Professor
Georgia Institute of Technology

Jonah Zeiger, M.F.A.

Assistant Professor
New York University

Joanne Zielinski, M.F.A.

Associate Professor
Rutgers University

About

The School of Computing (SoC) houses CDM's technical degrees. With an emphasis on the theoretical as well as practical, students can earn degrees that prepare them for work in computing, programming, data storage, information processing, network security, and software development.
Faculty

David Miller, Ph.D.
Dean
University of Chicago

Olayele Adelakun, Ph.D.
Associate Professor
Turku School of Economics & Business Adm.

Andre Berthiaume, Ph.D.
Associate Professor
University of Montreal

Gian Mario Besana, Ph.D.
Associate Professor
University of Notre Dame

Gregory Brewster, Ph.D.
Associate Professor
University of Wisconsin, Madison

Robin Burke, Ph.D.
Professor
Northwestern University

Susy Chan, Ph.D.
Professor
Syracuse University

I-Ping Chu, Ph.D.
Associate Professor
State University of New York at Stony Brook

Anthony Chung, Ph.D.
Associate Professor
University of Maryland Baltimore County

Lucia Dettori, Ph.D.
Associate Professor And Associate Dean
University of Paris Xi

Massimo Dipierro, Ph.D.
Assistant Professor
University of Southampton, UK

Clark Elliott, Ph.D.
Associate Professor
Northwestern University

Helmut Epp, Ph.D.
Professor
Northwestern University
Glenn Lancaster, Ph.D.
   Associate Professor
   University of California, Irvine

Stephen Luecking, M.F.A.
   Professor
   Miami University

Evelyn Lulis, Ph.D.
   Associate Professor
   Illinois Institute of Technology

Steven Lytinen, Ph.D.
   Professor
   Yale University

Wilfredo Marrero, Ph.D.
   Associate Professor
   Carnegie Mellon University

John McDonald, Ph.D.
   Associate Professor
   Northwestern University

Craig Miller, Ph.D.
   Associate Professor
   University of Michigan

Daniel Mittleman, Ph.D.
   Associate Professor
   The University of Arizona

Bamshad Mobasher, Ph.D.
   Professor
   Iowa State University

Thomas Muscarello, Ph.D.
   Associate Professor
   University of Illinois at Chicago

Makoto Nakayama, Ph.D.
   Associate Professor
   University of California, Los Angeles

Ljubomir Perkovic, Ph.D.
   Associate Professor
   Carnegie Mellon University

Corin Pitcher, Ph.D.
   Associate Professor
   University of Oxford

Cynthia Putnam, Ph.D.
   Assistant Professor
   University of Washington

Daniela Raicu, Ph.D.
   Associate Professor
Oakland University

Alexander Rasin, Ph.D.
Assistant Professor
Brown University

James Riely, Ph.D.
Associate Professor
University of North Carolina at Chapel Hill

John Rogers, Ph.D.
Associate Professor
University of Chicago

Marcus Schaefer, Ph.D.
Associate Professor
University of Chicago

Eric Schwabe, Ph.D.
Associate Professor
Massachusetts Institute of Technology

Eric Sedgwick, Ph.D.
Associate Professor
University of Texas

Raffaella Settimi, Ph.D.
Associate Professor
University of Perugia

Amber Settle, Ph.D.
Associate Professor
University of Chicago

Paul Sisul, M.Div.
Instructor
Deandreis Institute of Theology

Janine Spears, Ph.D.
Assistant Professor
The Pennsylvania State University

Adam Steele, Ph.D.
Associate Professor
Concordia University

Theresa Steinbach, Ph.D., M.B.A.
Associate Professor
DePaul University

Harold Streeter, M.S.
Instructor
Brown University

Norma Sutcliffe, Ph.D.
Associate Professor
University of California at Los Angeles

Noriko Tomuro, Ph.D.
Scholarship Opportunities

A limited number of funding opportunities are available for qualified CDM graduate students. Graduate assistantships are tuition and/or monetary awards based on academic merit, experience in the field, and recommendations. An assistantship typically requires the recipient to perform some service for CDM such as tutoring, grading or lab support. CDM awards two kinds of assistantships:

**Graduate Assistantships**

Graduate assistantships are intended for any degree-seeking (PhD, MS, MA and MFA) graduate student in CDM.

**Ph.D. Stipends**

Intended for full-time students pursuing a PhD at CDM.

**Double Demon Scholarship**

In addition, if you are an alumnus from any of DePaul’s colleges, you qualify for the Double Demon Scholarship which covers 25% of the tuition for a master's degree in the College of Computing and Digital Media or the Kellstadt Graduate School of Business.

There is no application required for the Double Demon Scholarship. Alumni who are admitted into a master’s degree program in the College of Computing and Digital Media or the Kellstadt Graduate School of Business for the Winter Quarter 2013 or a future quarter will automatically qualify for the scholarship.

If you have questions about master’s degree programs or the Double Demon Scholarship, please contact one of the college admissions offices below.

College of Computing and Media
admission@cdm.depaul.edu
312-362-8714

Kellstadt Graduate School of Business
kgsb@depaul.edu
312-362-8810
Financial Aid

Completing a current FAFSA (Free Application for Federal Student Aid) is the first step to determining your overall eligibility for financial aid. Subsidized loans (based on financial need) and unsubsidized loans (non-need based) are available depending upon each student's unique financial status.

Graduate Admission

CDM master's degree students can choose from programs that span the computing and digital media spectrum. CDM accepts applications for the master's degree programs on a rolling admission basis. Domestic applications take about one month to process while international applications take a minimum of three months to review. More information about international admission requirements can be found on the CDM website.

Institute for Professional Development

The College of Computing and Digital Media established the Institute for Professional Development in 1985 to offer certificate programs designed to meet the needs of both individuals and businesses in the Chicagoland area. These non-degree offerings provide intensive training in a wide variety of areas, with each standalone certificate program addressing a different set of theoretical concepts and practical skills. Emphasis is placed on gaining practical experience through a combination of lectures and demonstrations complemented by laboratory exercises and homework assignments. Certificate programs are typically taught by a team of instructors, that includes both full-time faculty and part-time instructors from industry. The programs require a substantial commitment of time, as most meet two nights per week and in the morning on approximately half of the Saturdays during the program.

Current certificate program offerings include:

**IPD 352/ IPD 452 IPv6 PROGRAM**

A 10-week online program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise to IPv6.

**IPD 353 CLOUD COMPUTING WITH AMAZON WEB SERVICES PROGRAM**

A 5-week program covering cloud computing with the Amazon Web Services platform.

**IPD 354 CLOUD COMPUTING INFRASTRUCTURE AND OPERATIONS PROGRAM**

A 6-week program in the architectures, infrastructure, and operations of Cloud Computing
IPD 355 CLOUD COMPUTING FUNDAMENTALS PROGRAM
An 11-week program in the principles, methods, and technologies of Cloud Computing

IPD 356 WEB DEVELOPMENT WITH AJAX TECHNOLOGIES PROGRAM
A 8-week program covering Web development with Ajax technologies

IPD 357 WIRELESS LAN SECURITY PROGRAM
An 8-week program covering the latest solutions in wireless LAN security

IPD 358 SHAREPOINT DEVELOPER PROGRAM
A 10-week comprehensive program covering Microsoft SharePoint development

IPD 359 WEB DEVELOPMENT WITH PYTHON PROGRAM
A 5-week program covering Web development with the Python programming language.

IPD 360/460 SQL SERVER BUSINESS INTELLIGENCE PROGRAM
An 11-week in-depth program covering SQL Server analysis services, integration services, and reporting services

IPD 363 SQL SERVER DATABASE ADMINISTRATION PROGRAM
An 11-week in-depth program covering database administration using SQL Server

IPD 364 LIGHTWEIGHT JAVA WEB DEVELOPMENT PROGRAM
An 8-week comprehensive program covering open-source, lightweight Java enterprise Web development using POJOs (Plain Old Java Objects)

IPD 365 RUBY ON RAILS PROGRAM
A 8-week in-depth program covering Web development using Ruby on Rails

IPD 366 JAVA WEB SERVICES PROGRAM
A 7-week concentrated program covering service-oriented architecture and the development of Web services using Java

IPD 370 ADVANCED SQL PROGRAM
A 2-week program covering advanced Structured Query Language (SQL) features

IPD 380 IT PROJECT MANAGEMENT PROGRAM
A 10-week comprehensive program covering best practices in IT project management

IPD 382 JAVA DEVELOPER PROGRAM
A 10-week comprehensive program covering object-oriented applications development using Java

IPD 389 .NET DEVELOPER PROGRAM
A 10-week comprehensive program covering .NET technologies
Academic Advising

The College believes that academic advising is necessary for the vitality and success of the student's undergraduate education. Students are assigned a faculty advisor upon admission to the school. All students are encouraged to meet with their faculty advisor at least once each year for assistance in planning a course of study that best reflects their academic and career interests, skills, and lifestyle. Students are also assigned a staff advisor in the CDM Academic Success Center to assist with providing interpretations of university policy, academic success strategies and support services.

Advising Staff

John Glatz
Director of Advising
Becky Krochmal
Assistant Director of Advising
Jigbie Aguirre
Academic Advisor
Brooke Shannon
Academic Advisor

Student Ambassadors

When choosing an undergraduate or graduate program, it is important to get the student perspective. The CDM Student Ambassadors are a group of current students who have volunteered to serve as representatives of the College of Computing and Digital Media. Ambassadors are available to answer questions for prospective students about the College, the curriculum, clubs and activities and more importantly to share with you their own personal experience as a student at DePaul CDM.

About

DePaul University, founded on Judeo-Christian principles, continues to assert the relevance of these principles through higher education to our students. The University expresses these principles especially by passing on the heritage of St. Vincent DePaul: individual perfection manifested through purposeful involvement with other persons, communities and institutions. The College of Education manifests these principles in its purpose, and
through its programs.

As an urban institution, the College of Education is committed to improving primary and secondary education in the metropolitan area and, in particular, in the city of Chicago. Framed within a commitment to promote and support diversity, the College of Education prepares all of its students to be "Urban Professional Multicultural Educators" who:

- Promote positive transformation
- Consider multiple perspectives
- Integrate inquiry, theory, and practice
- Exhibit Vincentian personalism
- Function as life long learners.

**Administration**

Paul Zionts, Ph.D.
Dean

James Wolfinger, Ph.D.
Associate Dean Of Curriculum And Academic Programs

Ronald Chennault, Ph.D.
Associate Dean For Student Development

Sally Julian, Ed.D.
Associate Dean For Development

Zongmin Kang, Ph.D.
Assistant Dean For Assessment

Margaret Strzynski
Business Manager

**Faculty**

Gloria Alter, E.d.,
Visiting Instructor
Northern Illinois University

Mojdeh Bayat, Ph.D.,
Associate Professor
Loyola University/Erikson Institute

James Bensdorft, M.Ed.,
Visiting Instructor
National-Louis University
Enora Brown, Ph.D.,
Associate Professor
University of Chicago

An-Chih Cheng , Ph.D.,
Assistant Professor
University of Texas-Austin

Ronald Chennault, Ph.D.,
Associate Professor
Pennsylvania State University

Nell Cobb, Ed.D.,
Associate Professor
Illinois State University

Jennifer Cohen, Ph.D.,
Associate Professor
University of Illinois at Chicago

Hilary Conklin , Ph.D.,
Assistant Professor
University of Wisconsin-Madison

Marie Ann Donovan, Ed.D.,
Associate Professor
Harvard University

Anthony Dosen, C.M., Ph.D.,
Associate Professor
Marquette University

James Duignan, M.F.A.,
Associate Professor
University of Illinois at Chicago

Amy Feiker Hollenbeck, Ph.D.,
Assistant Professor
University of Wisconsin

Anna Marie Frank, Ed.D.,
Associate Professor
National Louis University

John Gabriel, Ed.D.,
Associate Professor
University of Massachusetts

Joseph Gardner, Ph.D.,
Associate Professor
Stanford University

Jason Goulah, Ph.D.,
Assistant Professor
State University of New York at Buffalo

Philip Gnilka, Ph.D.,
Assistant Professor
Georgia State University
Horace Hall, Ph.D.,
Associate Professor
University of Illinois at Chicago

Ravi Hansra, Ed.D.,
Visiting Instructor
DePaul University

Elizabeth Hardman, Ph.D.,
Assistant Professor
University of Florida

Stephen Haymes, Ph.D.,
Associate Professor
Miami University of Ohio

William L. Hoecker, M.S.,
Instructor (Ltp)
Purdue University

Mindy Kalchman, Ph.D.,
Assistant Professor
University of Toronto

Katherine Kapustka, Ph.D.,
Associate Professor
Teachers College, Columbia University

Andrea Kaufman, J.D., M.Ed.,
Associate Professor
Harvard University

Donna Kiel, M.A.,
Visiting Instructor
Concordia University

Richard Kozoll, Ph.D.,
Associate Professor
University of Illinois at Urbana-Champaign

Jeffrey Kuzmic, Ph.D.,
Associate Professor
Indiana University

Joan M. Lakebrink, Ph.D.,
Professor
University of Wisconsin

Catherine Larsen, Ph.D.,
Assistant Professor
Northwestern University

Eunmi Lee, Ph.D.,
Assistant Professor
University of Texas-Austin

Harold London, Ed.D.,
Instructor (Ltp)
Northern Illinois University
Erin Mason, Ph.D.,
Assistant Professor
Georgia State University

Jennifer Mata, Ed.D.,
Assistant Professor
Teacher's College, Columbia University

Fr. Patrick Mcdevitt, Ph.D.,
Associate Professor
Loyola College at Maryland

Gayle Mindes, Ed.D.,
Professor
Loyola University of Chicago

Karen Monkman, Ph.D.,
Professor
University of Southern California

Alice Moss, M.Ed.,
Visiting Instructor
Chicago Teachers College

Barbara Kimes Myers, Ph.D.,
Professor Emerita
University of Illinois

Kristin Neisler, M.Ed.,
Instructor (Ltp)
DePaul University

Melissa Ockerman, Ph.D.,
Assistant Professor
Ohio State University

Jo Ellen O'Connell, Ph.D.,
Professor Emerita
Loyola University of Chicago

Roxanne F. Owens, Ph.D.,
Associate Professor
University of Illinois at Chicago

Paul Pagones, M.Ed.,
Visiting Instructor
DePaul University

Prem Pahwa, M.A.,
Visiting Instructor
University of Chicago

Sung K. Park-Johnson, Ph.D.,
Visiting Instructor
Purdue University

Eva Patrikakou, Ph.D.,
Associate Professor
Peter Pereira, A.M.T.,
Professor Emeritus
Harvard University

Amira Proweller, Ph.D.,
Associate Professor
State University of New York, Buffalo

Barbara Rieckhoff, Ph.D.,
Assistant Professor
Loyola University

Denise Ross, Ph.D.,
Associate Professor
Columbia University

Frances Ryan, D.C., A.C.S.W., Ph.D.,
Professor Emerita
Loyola University of Chicago

Kenneth Saltman, Ph.D.,
Professor
Pennsylvania State University

Kenneth Sarubbi, D.P.E.,
Associate Professor
Indiana University

James J. Seri, M.S.,
Professor Emeritus
University of Wisconsin

Sonia Soltero, Ph.D.,
Associate Professor
University of Arizona

John R. Taccarino, Ph.D.,
Associate Professor
Northwestern University

Akihiko Takahashi, Ph.D.,
Associate Professor
University of Illinois at Urbana-Champaign

Frank Tavano, Ed.D.,
Instructor (Ltp)
Loyola University

Darrick Tovar-Murray, Ph.D.,
Associate Professor
Western Michigan University

Beverly Trezek, Ph.D.,
Assistant Professor
University of Wisconsin-Madison

Katie Van Sluys, Ph.D.,
Contact Us

Mailing Address

College of Education
Schmitt Academic Center, 3rd floor

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Academics

The College of Education is home to Undergraduate majors, Graduate programs, Certificates, Licensures and Endorsements.

Graduate Programs

- Bilingual-Bicultural Education (MA)
- Bilingual-Bicultural Education (MED)
- Counseling (MA)
- Counseling (MED)
- Curriculum Studies (EDD)
- Curriculum Studies (MA)
- Curriculum Studies (MED)
- Early Childhood Education (EDD)
- Educational Leadership (EDD)
- Educational Leadership (MA)
- Educational Leadership (MED)
- Language Literacy and Specialized Instruction (MA)
- Middle School Mathematics Education (MS)
- Social and Cultural Foundations in Education (MA)
- Social and Cultural Foundations in Education (MED)
- TEACH: Secondary Education Biology (MED)
- TEACH: Secondary Education Chemistry (MED)
- TEACH: Secondary Education English (MED)
- TEACH: Secondary Education Environmental Science (MED)
- TEACH: Secondary Education History (MED)
- TEACH: Secondary Education Math (MED)
- TEACH: Secondary Education Physics (MED)
- TEACH: Secondary Education Social Science (MED)
- Teaching and Learning: Early Childhood Education (MA)
- Teaching and Learning: Early Childhood Education (MED)
- Teaching and Learning: Elementary Education (MA)
- Teaching and Learning: Elementary Education (MED)
- Teaching and Learning: Secondary Education - Biology (MA)
- Teaching and Learning: Secondary Education - Biology (MED)
- Teaching and Learning: Secondary Education - Chemistry (MA)
- Teaching and Learning: Secondary Education - Chemistry (MED)
- Teaching and Learning: Secondary Education - English (MA)
- Teaching and Learning: Secondary Education - English (MED)
- Teaching and Learning: Secondary Education - Environmental Science (MA)
- Teaching and Learning: Secondary Education - Environmental Science (MED)
- Teaching and Learning: Secondary Education - History (MA)
- Teaching and Learning: Secondary Education - History (MED)
- Teaching and Learning: Secondary Education - Math (MA)
- Teaching and Learning: Secondary Education - Math (MED)
Education Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Education Graduate Student Handbook includes the rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appears in the specific graduate section.

As a graduate student you assume the responsibility to know and meet both the general and particular policies, and deadlines outlined in this catalog and handbook.

Specific Graduate Program Information can be found on each program page.

Admission, Readmission, and Reclassification

Admission

Applicants to Master's degree programs must have a bachelor's degree from a regionally accredited college or university. Applicants to the doctoral program must have a Master's degree from a regionally accredited college or university. Please consult specific programs for admission requirements.

Readmission

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

Graduate students may change from one concentration to another within a major, but only by applying for reclassification. Once students have decided to change their concentration, they should complete a Reclassification Application form, available online or from the College of Education Advising Office. Any administrative questions about changing concentrations should be directed to the College of Education Advising Office, Schmitt Academic Center 481, at 773-325-4409. Graduate students who are interested in changing majors should not complete the Reclassification Application form. Instead, graduate students wishing to change majors should submit a new graduate application. The student’s file will be reevaluated to determine if the admission guidelines for the major for which he/she is applying are met. Additional application materials may be required.

The College of Education presently has one doctoral program. If a student wishes to change concentration, he/she should send an email to the Ed.D. Program Director indicating this request and explaining why a change of concentration is in his/her best interest, and how such a change will affect his/her program of study. The student may want to meet with the Academic Advisor to have an audit done so that it is clear what implications such a change would have on the student’s course of study. The Program Director will decide whether a change of concentration will be permitted.

Certification Requirements

The College of Education offers approved programs for State of Illinois certification in ten areas of study. Students may be eligible for the following certificates upon completion of the respective programs:

- Type 03 Elementary (K-9) Teaching
- Type 04 Early Childhood Education
- Type 09 Secondary (6-12) Teaching
- Type 10 Special (K-12): Learning and Behavioral Specialist I
- Type 10 Special (K-12): Physical Education
- Type 10 Special (K-12): Reading Specialist
- Type 10 Special (K-12): World Language
- Type 73 School Service Personnel Certificate: School Counseling
- Type 75 Administrative Certificate: General Administrative Endorsement
- Type 75 Administrative Certificate: Superintendent Endorsement

Please note that state certificates include requirements beyond program requirements. For Type 03, 04, and 09 certificates three tests are required: a test of basic skills, a test of subject matter knowledge, and a test of professional teaching knowledge and skills. For Type 10, 73, and 75 certificates a test of content area knowledge is required. The tests are given by the State of Illinois at regularly scheduled times each year. Students are advised to confer with program faculty or the academic advisors for further information.

Certification is not automatic upon completion of a program. The student must apply. Forms and procedural information are available in the College of Education.

Timeliness is important. Ordinarily, only graduate work completed within the past ten years is acceptable for purposes of applying courses for certification requirements. If the degree was granted more than ten years past, the Assistant Dean in consultation with program faculty may grant a recommendation for certification upon the successful completion of appropriate courses and/or comprehensive examinations in the program. In all instances current certification requirements must be met.

All certification and endorsement requirements are subject to change based on Illinois State Board of Education modifications in requirements. All individuals must meet ISBE requirements in place at the time of application for the certificate.
Endorsement Evaluations

Students in Teacher Education Programs can submit an application to their academic advisor to request an endorsement evaluation. The COE can only evaluate transcripts for those programs or content areas that are offered in the COE. Any other programs or content areas will require an Illinois State Board of Education evaluation.

A doctoral candidate may apply for ISBE Superintendent's Endorsement when the following conditions are met:

- Successful completion of all doctoral coursework, including the Educational Leadership concentration, core and research courses.
- Successful completion of A&S 899 Superintendent Internship and all the related clinical experiences.
- Completion of candidacy paper requirements
- Current holder of a valid ISBE Type 75 certificate
- Two years of documented administrative experience while holding the Type 75 general administrative certificate.
- Successful pass score on the ISBE Superintendent's exam

Evaluation and Credit

Auditing Courses

Students cannot audit courses that are part of their degree or certification requirement. However, students may choose to audit other courses. Audited courses are not graded and students receive no credit for the course.

Cumulative GPA Requirement

No more than two C or C+ grades can be accepted for a course earning graduate credit toward the degree, and then only if there are corresponding grades of higher value to produce a cumulative GPA of 3.00.

Double Counting Courses

Under no circumstances can a course taken at DePaul University or at any other college or university fulfill degree requirements in more than one degree program. A course can only be counted as fulfilling the degree requirements of one degree program.

Eight-Year Limit on Courses

Courses taken at DePaul University or any other college or university that were completed more than 8 years ago can only be counted toward certification, degree, and/or content area requirements after a review of the student's transcripts. Transcripts will be evaluated based on the most-up-to-date certification, degree, and content area requirements. Courses will be evaluated at the discretion of a faculty advisor.

General Education Coursework (Content Area Prerequisites)

All State general education requirements must be completed prior to student teaching. A grade of C or better is required for all general education requirements. DePaul-approved CLEP tests may substitute for appropriate general education coursework. Remedial coursework cannot substitute for general education coursework.

Graduate Credit

Graduate students enrolled in 300 level courses will receive graduate credit for these classes and grades earned in these classes will contribute to the graduate GPA. Graduate students cannot receive credit for 100 or 200 level courses if they register as a graduate student. To receive graduate credit for a 300 level undergraduate course the student must be enrolled as a graduate student. Enrolling as an undergraduate student or receiving a grade of C-, D+, or D is unacceptable for graduate credit in this program. If a C- or lower is earned in a required course, the course must be repeated or substituted as directed by the department or program. Such grades
remain on the academic record and are calculated into the cumulative GPA.

Limit on Transfer Credit for Graduate Students

All COE graduate students can transfer up to 9-quarter hours (approximately 2 courses) from another college or university as credit toward their Master’s or Doctoral degree requirements. All other courses must be DePaul coursework.

Pass/ Fail Option

Students can take elective courses or courses not required for certification or degree fulfillment as pass/fail. Courses taken pass/fail are not factored into students’ GPA. Courses required for certification or degree cannot be taken pass/fail.

Program Completion

Timely completion of a program is important. Students in Master’s Programs are allowed seven years to complete the graduate degree. A petition in writing for a one-year extension may be approved by the department or program.

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For additional information, refer to the Doctoral Handbook.

Teaching & Learning Induction Coursework

All T&L graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University College of Education. The only exception to this policy is demonstration of out-of-state residency.

Graduation Requirements

Students must meet all requirements listed below for graduation.

Degree Conferral Requirement

In order for a student’s degree to be conferred, the student must complete all degree coursework and requirements, have a minimum 3.00 GPA, and meet the degree conferral application deadline for the quarter in which he or she wants the degree to be conferred.

Doctorate Requirements to Participate in Graduation Ceremony

Upon successful completion of all requirements (courses, papers/dissertation), an Ed.D. degree is earned. In order to have your degree conferral (granting) process started, students must apply online to formally indicate their intention to graduate. DePaul confers degrees at multiple points during the year, always at the close of terms. Students apply for degree conferral through Campus Connection. Students must submit a separate application to participate in the June graduation ceremony.

To participate in the graduation ceremony in the spring, a doctoral student must complete all required degree coursework, including the successful defense of his or her thesis, by the end of the Spring quarter preceding the ceremony and have applied for graduation before the designated deadline.

Master’s Graduation Requirements

To participate in the graduation ceremony in the spring, a graduate student must complete all required degree coursework by the end of the spring quarter preceding the ceremony or have only one course outstanding, which must be completed prior to the end of the Fall quarter following the ceremony. The student must have also applied for graduation before the designated deadline.

Graduating with Distinction
Each COE program establishes its own criteria for graduating with distinction.

**Bilingual Bicultural Program**
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

**Counseling Programs**
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA

**Curriculum Studies Program**
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

**Dual Certification Program**
- M.Ed. 4.0 GPA or possible revision based on T&L policy
- M.A. 4.0 GPA or possible revision based on T&L policy

**Educational Leadership Program**
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

**Literacy and Specialized Instruction Program**
- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

**Reading Specialist Program**
- M.Ed. 4.0 GPA or possible revision based on program policy
- M.A. 4.0 GPA or possible revision based on program policy

**Social and Cultural Foundations in Education Program**
- M.A. Distinction based on recommendation for distinction from the student’s thesis committee and approval from the Thesis Review Committee. Students graduating with an M.Ed. are not eligible for distinction.

**Teaching and Learning Program**
- M.Ed. 4.0 GPA
- M.A. 4.0 GPA, with distinction on thesis paper (Distinction Committee)

**Doctoral Degree Program (Ed.D.)**

The successful completion of a dissertation distinguishes those students at this highest level of their educational careers. The doctoral program does not offer a formal distinction beyond this accomplishment.

**Honors at Commencement Ceremony**

Students must complete their degree program and all graduation requirements by the end of the Winter quarter subsequent to the Spring Commencement ceremony in order to be listed as graduating with honors and having his or her name announced as an honor student during the ceremony. However, the honors designation will be noted on student's transcripts and diploma regardless of degree completion date.

**Seven-Year Limit on Studies**

Graduate students have seven years from the date of matriculation to complete program degree requirements. Graduate students may apply for a one-year extension. If a graduate student does not complete his or her degree program requirements within eight years after matriculation, he or she will need to re-apply to the degree program, upon which he or she will have his or her coursework re-evaluated and be subject to any degree program changes or new program requirements.
Doctoral Program Ten-Year Limit on Studies

Students have ten years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the ten-year clock.) For example, for a student who begins in Fall 2012, the program must be completed by Spring 2022. For students approaching this time limit, an application for extension must be submitted to the program office. This should be done no later than the fall of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

Probation and Dismissal

A student in a Master's Program whose GPA falls below a program's minimum GPA requirement will receive a registration hold and be unable to register for classes. The student must meet with his or her academic adviser and make an appointment with the Academic Success Center to develop a plan for returning to good academic standing. Students who remain on academic probation for 3 consecutive quarters will be dismissed from the COE. Master's students may appeal to the Chair of the Department in which their program is housed for re-admittance or may apply to another graduate program.

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken at which time a new evaluation is done. If the grade point average is not raised students may be subject to dismissal from the College of Education.

Program Requirements

Depending on degree and concentration, Master's programs require a minimum of 48-72 quarter hours of coursework. Some of the Master's of Arts programs require the completion of a thesis. In general some Master of Education programs require two masters papers related to coursework.

The doctoral program requires a minimum of 76 quarter hours of coursework. Completion of a dissertation and an oral defense before a committee of three faculty members are included in the requirements that lead to a Doctor of Education degree.

Please consult specific programs for complete degree requirements.

Student Teaching

Content Area Coursework

All content area coursework requirements, including graduate-level content area coursework, must be completed prior to student teaching. A grade of C or better is required for all content area coursework requirements. Remedial coursework and CLEP tests cannot substitute for content area coursework.
DEFER Student Teaching

If extenuating circumstances exist, you may request a deferral of your student teaching placement. Valid reasons would only include health-related issues, change in employment status or employment opportunity, personal hardship, or course related issues. DEADLINE: First day of student teaching.

Extend STUDENT TEACHING Clearance Deadline

Requests to extend the academic clearance deadline for student teaching may be submitted under extenuating circumstances. A valid request, for example, might occur when you have applied to student teach on time but failed a content area test prior to final clearance. If another testing opportunity exists prior to the start of student teaching, you may apply for an exception to complete the requirement and have your clearance re-evaluated. DEADLINE: The prior quarter’s last day to add classes deadline (e.g., for Fall Quarter, the deadline is the prior Spring Quarter’s last day to add classes deadline; Winter is Fall’s deadline; Spring is Winter’s deadline).

OUT-OF-STATE Student Teaching Placement Request

Requests for out-of-state student teaching placements are granted only on rare occasions and require a statement of hardship for consideration. Valid reasons for the request include health-related issues, change in employment status or employment opportunity, personal hardship, or course-related issues. Please note that to ensure proper supervision additional costs may be associated with out-of state-student teaching. DEADLINE: Same as student teaching application deadline.

Student Teaching in an Elementary, Middle School, or High School You Attended as a Student

Students cannot student teach in any school in which they were enrolled as a student within the last 10 years.

Student Teaching in YOUR OWN Classroom Request

In order to apply for this request, you must have at least two years of supervised classroom teaching experience. Attach a completed Application to Student Teach in Your Own Classroom form to the request for exception form. DEADLINE: Same as student teaching application deadline.

Student Teaching Requirements

All program coursework must be completed prior to student teaching. A grade of B- or better is required in student teaching to complete successfully student teaching.

Teaching & Learning Induction Coursework

All graduate students are required to complete their Teaching & Learning (T&L) induction coursework through the DePaul University College of Education. The only exception to this policy is demonstration of out-of-state residency.

Waiving Student Teaching Requirements

Requests to waive student teaching must follow the Illinois State Board of Education student teaching waiver policy.

Registration: Exception to Advanced Standing

Exceptions to advanced standing are only granted on a one-time only basis and must be approved by the Associate Dean or his or her designate.
Registration Withdrawal

Withdraw from Classes Due to Hardship

Students may request to withdraw from classes due to personal and/or medical hardships. Students should contact the University Dean of Students to a hardship withdrawal.

Withdrawal from the COE

To officially withdraw from any COE program, a student should contact his or her academic advisor and petition in writing his or her intent to withdraw.

Combined Bachelors/ Masters

The TEACH Program provides students the opportunity to complete in five years an undergraduate degree in a core arts and science major and a Master's of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences, the College of Science and Health, and the College of Education, the Program is collaboratively governed and coordinated by faculty from all 3 units.

The Program is designed to draw on the expertise of LAS and CSH faculty who teach in the majors of English, Mathematics, History, the Sciences, and Social Sciences to ensure strong content knowledge preparation of students and facilitate the transition from being learners of content to teachers of content to diverse adolescent populations. The Program also draws on the expertise of faculty in the COE's Secondary Education Program and Educational Policy Studies and Research Department to immerse students into essential issues and themes of education and theories and practices of teaching and learning. Such issues as educational inequality, politics of schooling, identity politics, social justice, identity development inside and beyond formal school settings, historical, cognitive, sociocultural, and sociopolitical nature of human development and society are integrated with issues of pedagogical content knowledge, critical pedagogy, constructivist teaching practices, theories of teaching and learning, curriculum development, and professional practice. Ensuring that students understand all these issues is integral to the Program design and delivery and to the preparation of teachers.

The measure of the academic quality of the Program relies on clearly articulated features of exemplary teacher-education programs. These include:

- a "common, clear vision of good teaching that permeates all coursework and clinical experiences...";
- a "well-defined standard of professional practice and performance...";
- a "strong core curriculum taught in the context of practice" and including understanding of human development and learning, social and cultural contexts, curriculum assessment, and subject-matter pedagogy;
- an "extended clinical experience" that supports ideas presented in coursework;
- an "extensive use of case methods, teacher research, performance assessments, and portfolio evaluation...";
- "explicit strategies" to help students confront their own beliefs and assumptions about learning and students and to learn about the experiences of diverse people; and
- "strong relationships, common knowledge, and shared beliefs among school- and university-based faculty."


Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying. The curriculum of the Program consists of three components:

- Courses necessary to satisfy requirements for a baccalaureate degree in the College of Liberal Arts and Social Sciences or College of Science and Health in one of the following state of Illinois secondary
Scholarship Opportunities

Please subscribe to the COE Advising weekly email to stay informed about COE scholarship opportunities that become available throughout the school year.

Any questions can be sent to coescholarships@depaul.edu.

For other DePaul University scholarships please visit the Admission & Aid section on the DePaul home page.

Financial Aid

For all information regarding Financial Aid, please visit the Financial Aid link under the Admission & Aid section on the DePaul home page.

Please also contact the DePaul Central (For help with Financial Aid, Student Accounts and Student Records) For quick answers regarding financial aid, payment processes and student records during business hours, (312) 362-8610 or e-mail them at dpcl@depaul.edu.

Counseling and Special Education

The vision of the Department of Counseling and Special Education is to advance knowledge, model effective practices, as well as promote advocacy both for our professions and for those whom we serve. We prepare professionals based on sound theory-guided and evidence-based practices to be socially responsible leaders who value the dignity and integrity of all people, particularly those who are historically under-served or under-represented.

The Department of Counseling and Special Education is a community of scholars who value the role of the practitioner in all roles of teaching, research and service. Faculty use student-focused methods to enhance engagement of future professionals in learning and applying their knowledge and skills in diverse settings. This commitment to theory-guided and evidence-based practices is also demonstrated through faculty’s teaching,
The Department is comprised of two programs from distinct yet related fields. Each program has the following distinct foci and needs:

**Counseling Program**

The program in Counseling provides professionals with theoretical frameworks and competencies that prepare them to provide counseling services. Within the Counseling Program, there are three degree programs. These are community counseling, school counseling, and college student development. The concentrations in community and school counseling integrate Illinois state requirements for licensure and certification and all concentrations meet national standards for professional practice. All programs are 72 credit hours and include a 100-hour practicum and two 300 credit hour internships. These clinical experiences are mandatory and for the school and community counseling concentrations are required by the state for certification and licensure. A degree from this program gives rise to career opportunities such as school counseling in elementary, middle, and high schools; counseling in community agencies; counseling in higher education; career counseling through the lifespan; counseling in hospitals or institutional-care settings; group counseling; couples and family counseling; or counseling in private practice. All of the programs emphasize and are designed to foster leadership, advocacy, and social justice.

**Special Education Program**

The Special Education program currently offers three concentrations all leading to either an M.A or an M.Ed. The Special Education for Teachers program prepares currently certified teachers to work in special education and results in a LBS-I certificate (Type 10 K-12). Students in the Special Education for Teachers program may work in a variety of settings as special education teachers. Combining the disciplines of Learning Disabilities and Reading Education, the Reading and Learning Disabilities concentration leads to a Reading Specialist Certificate (Type 10 K-12) and prepares students to work as reading specialists within school as well as professionals in clinics or private practice. A third concentration, the Dual Certification in Elementary Education and Special Education, is for individuals with a Bachelors Degree in an area other than education. This pre-service program leads to both a Type 10 LBS-I and a Type 03 Elementary Education certificate. Graduates of the Dual Certification program may teach in either general or special education settings.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. Counseling
- M.A or M.Ed. Literacy and Specialized Instruction

**Educational Policy Studies & Research**

The Department of Educational Policy Studies and Research (EPSR) studies the complex dynamic interplay between the individual, society, and sociocultural processes that unfold in multiple educational contexts. It offers courses examining educational theories, institutions, practices, policies, and human development across the lifespan, and issues in educational research. EPSR represents the foundational disciplines of history, philosophy, psychology, sociology and human development as they are related to the study of education. It also considers debates about investigative methodology in education, and the contribution of research to the understanding of educational and social problems. Accordingly, its courses examine questions of disciplined inquiry, theoretical discourse, educational and social development, inequality, economic and political change, and cultural identity in relation to formal and informal education, in schools and related settings. The study of these issues is informed by an ethical disposition that features a critical examination of assumptions regarding norms and standards, and the quest for social justice. The Department provides disciplinary and research course work for students in other programs of the College of Education, while also preparing students from EPSR for positions in, for example, government, service organizations, private foundations and institutes, adult education and training, cultural organizations, as well as for doctoral work in educational policy studies for a university teaching and research career.

The following graduate programs are offered at Lincoln Park:

- M.A in Social and Cultural Foundations in Education
- M.Ed. in Social and Cultural Foundations in Education
Leadership, Language & Curriculum

The Department of Leadership, Language and Curriculum is a multidisciplinary academic body that aims to fully prepare urban multicultural professional practitioners and leaders to work in a variety of educational and community settings. Practitioners who complete a course of study offered by our department will contribute to their respective fields, balance theory with practice, consider multiple points of view in decision making, promote positive transformations in the settings in which they are engaged, and continue to function as lifelong learners. The practitioner’s professional role is shaped by ongoing reflection and positive engagement with the individual, the community, and the larger sociopolitical realities. The preparation we offer practitioners demonstrates our commitment to social justice, critical pedagogy, and positive educational transformation. The disciplines in the Department address these themes from a variety of perspectives that include language and culture, curriculum theory and development, and educational leadership in administration and supervision.

The following graduate programs are offered at Lincoln Park:

- M.A or M.Ed. in Bilingual Bicultural Education
- M.A or M.Ed. in Curriculum Studies
- M.A or M.Ed. in Educational Leadership

Teacher Education

The Department of Teacher Education prepares Urban Professional Multicultural Educators through an integrated program of courses and field experiences. Programs offered are designed for the preparation of future educators. The programs of study center around our commitment to excellence in teaching in today’s diverse society through the investigation of significant educational issues, inquiry into student learning and effective teaching practices, and the use of technology in teaching and learning. We engage teacher candidates in critical reflection upon their practice throughout the program. We foster engagement in schools through our Partnership Schools and other school and agency affiliations. Upon completion of the program, teacher candidates measure themselves against the values of our guiding conceptual framework through the completion of professional portfolios. Values that are part of this framework include: commitment to social justice, critical pedagogy, and positive educational transformation within the context of a Vincentian personalism that honors the dignity of each person.

The program includes five distinctive features:

1. Becoming a teacher is viewed as a developmental process continuing at least through the first year of teaching;
2. Multiculturalism is infused throughout the curriculum;
3. Field experiences are an integral part of the curriculum;
4. Students are exposed to a variety of educational theories;
5. The program includes a research component as a basis for further professional development.
Doctoral Program

The primary, though perhaps not the only audience for this Ed.D. program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists. To be a practitioner is to make decisions about what to do and to take action; but professional practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or "by the book." They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms that characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge, learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge that they develop from practice so that it engages with and modifies the more formal theories learned from other sources.
- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends that they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

The following graduate programs are offered at Lincoln Park:

- Ed.D. in Curriculum Studies
- Ed.D. in Educational Leadership
- Ed.D. in Early Childhood Education

Early Childhood Certificate

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- SCG 404 HUMAN DEVELOPMENT AND LEARNING: THE EARLY YEARS
- T&L 421 CHILD AND FAMILY IN THE MULTICULTURAL COMMUNITY
- T&L 423 UNDERSTANDING YOUNG CHILDREN'S BEHAVIOR
- T&L 431 EARLY LANGUAGE AND LITERACY DEVELOPMENT

Advanced Standing Courses: 32 quarter hours required

- T&L 410 CHILDREN'S LITERATURE AND FAMILY LITERACY
- T&L 411 ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
- T&L 420 MATH AND SCIENCE IN EARLY CHILDHOOD
- T&L 427 YOUNG EXCEPTIONAL CHILD
- T&L 432 EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- T&L 481 INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2qh)
- T&L 482 INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE) (2qh)
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
Heath, Safety and Child Nutrition Requirement

Candidates should be prepared to document course or other experience that shows they meet the knowledge and skills to provide experiences for young, which appreciates the interrelationships among child, family and the areas of health, safety and nutrition. Candidates should demonstrate comprehension of the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. In addition, candidates are expected to demonstrate understanding of cultural issues and special needs of children with health impairments. Finally candidates should be familiar with the knowledge and application of practices that promote good nutrition, dental health, physical, social and emotional well being of young children.

- Can be completed by ECE 298 CHILD HEALTH SAFETY AND NUTRITION, a transferred equivalent, or by individual competency experience with a full-time early childhood faculty member.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 595 EARLY CHILDHOOD STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 596 EARLY CHILDHOOD STUDENT TEACHING SEMINAR (2 hours )
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Early Childhood majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Early Childhood Content Area Test (test #107) – assesses knowledge of language and literacy development, learning across the curriculum, diversity, collaboration, and professionalism in the early childhood program. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of age levels (birth-age 8), multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. Four special field experience courses T&L 400, T&L 401, T&L 402, and T&L 403 are associated with theory courses and should be taken concurrently with the specified theory courses. FEDS entry of these clinical hours is not required. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Early Childhood for additional requirements.
Elementary Certificate

Content Area Prerequisites
Elementary Education teachers need to have an understanding of the subjects taught in classrooms at the Elementary level. DePaul's program requires that students in the Elementary program have a minimum of one course in the following areas: writing, fine arts or literature, mathematics*, science, social science, and either US history or American government. These courses may be taken at the undergraduate level and may have been included in the student's bachelor's degree program. Elementary Education students will be evaluated by an academic advisor after admission to determine if additional coursework is needed. Completion of content area requirements are not prerequisites for admission, however coursework must be completed before student teaching. It is strongly encouraged that applicants meet with an advisor after admission and prior to taking content courses.

*DePaul alumni that have taken LSP 120 or ISP 120 can receive credit towards the math requirement.

Course Requirements

Pre-Education Introductory Courses: 17 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
- T&L 583 FIELD EXPERIENCE LAB
- T&L 418 LEARNING THROUGH THE ARTS (FORMERLY CDG 418)
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 31 quarter hours required

- T&L 412 EMERGING READING AND LANGUAGE ARTS
- T&L 416 TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
- T&L 583 FIELD EXPERIENCE LAB
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 413 READING/LANGUAGE ARTS IN THE MIDDLE GRADES
- T&L 583 FIELD EXPERIENCE LAB (public school setting required)
- T&L 415 TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE
- T&L 419 CURRICULUM AND STRATEGIES: SOCIAL STUDIES
- T&L 584 PRE-STUDENT TEACHING FIELD EXPERIENCE
- T&L 422 CLASSROOM ASSESSMENT

Student Teaching : 8 quarter hours required
Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 25 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 585 ELEMENTARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 586 ELEMENTARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/ Optional Course:

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Certification Tests
All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Elementary majors must complete the following tests:
Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate lab settings in conjunction with education courses. Students are required to register for one lab for designated paired course. For example, during the first quarter of the program students must register for T&L 404 and SCG 403 plus one field experience lab. During the quarter when students take T&L 413 and LSI 446, a public school that services students with special needs is required. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Elementary Education for additional requirements.

Special Education for Teachers (Learning and Behavior Specialist 1)

Certificate-Only Requirements (40 hours)

Special Education Core Courses: 32 hours required, grade of B+ or better required

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 443 PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 462 INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM
- LSI 467 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II
- LSI 457 SEMINAR AND RESEARCH IN SPECIAL EDUCATION

Clinical Experience

The program requires two summer practicum experiences. Each practicum involves six full weeks of intensive supervised field experience in a cooperating school that operates an extended school year program. Candidates must apply for each practicum, and upon approval they are placed in appropriate summer practicum sites by the program. Practicum sites may also screen candidates prior to accepting them for placement. Candidates who will be admitted to the practicum will assume full teaching responsibility and will have weekly opportunities for feedback and discussion of issues and problems encountered. A grade of B+ or better is required for eligibility to participate in each summer practicum.

Practicum Courses: 8 hours required, grade of B+ or better required
Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

LBS1 Certification students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs. Test is required before Student Teaching (deadlines apply)
- Special Education General Curriculum Test (test #163) – assesses knowledge of reading & literacy, mathematics, natural science, and social science. Test is required for admission to Student Teaching.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) – assesses knowledge of teaching practice and classroom scenarios.

Registration, testing schedules, and fees for ISBE certification tests are available on the ISBE website.

Principal Licensure

Licensure Only (Public School Strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

The principal preparation program is a freestanding eleven-course program (44 quarter hours), which leads to the State of Illinois' principal licensure.

Educational Leadership Courses: 36 quarter hours required

- A&S 491 ADMINISTRATIVE THEORY AND BEHAVIOR
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 HOME, SCHOOL, COMMUNITY RELATIONS
- A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Curriculum Studies Courses: 8 quarter hours required

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete and approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examinations
3. Have successfully completed the internship experiences
4. Hold a Master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements,
Principal Licensure with a Concentration in Catholic Leadership

Licensure Only (Catholic School strand)

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

A twelve course program that prepares candidates for state licensure and specifically prepares candidates for the Principalship or Assistant Principalship in Catholic schools.

Educational Leadership Courses: 40 quarter hours required

- A&S 491 ADMINISTRATIVE THEORY AND BEHAVIOR
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 494 SCHOOL FINANCE
- A&S 495 SCHOOL LAW
- A&S 496 HOME, SCHOOL, COMMUNITY RELATIONS
- A&S 498 PRINCIPLES AND PRACTICES OF SUPERVISION
- A&S 570 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
- A&S 571 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP

Curriculum Studies Courses: 8 quarter hours required

- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

1. Complete and approved principal licensure program at an Illinois institution
2. Complete all state-mandated training and examination
3. Have successfully completed the internship experiences
4. Hold a Master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's certification officer when applying for the license.

Note: Courses in this program leading to the principal licensure are designed for practicing educators and are not open to students and any other program without the specific permission of the educational leadership program director.
Reading Specialist Certificate

The Reading Specialist Certificate requires a previously completed Masters degree.

Social and Cultural Studies Courses: 12 quarter hours required, grade of C or better required.

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- One course from the following list:
  - SCG 401 ADVANCED DEVELOPMENTAL PSYCHOLOGY
  - SCG 402 PSYCHOLOGY OF LEARNING
  - SCG 403 HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
  - SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
  - SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Reading Specialist Core Courses: 28 quarter hours required, grade of C or better required.

- LSI 430 INTRODUCTION TO ASSESSMENT OF READING AND LEARNING DISABILITIES
- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
- LSI 432 DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
- LSI 433 DIAGNOSIS AND INTERVENTION FOR READING AND LEARNING DISABILITIES
- LSI 435 CURRICULUM, COLLABORATION, ADMINISTRATION AND SUPERVISION OF READING PROGRAMS
- LSI 437 LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN READING & LEARNING (prerequisite: All Reading Specialist core courses)
- LSI 438 READING COMPREHENSION FOR STRUGGLING READERS: LITERATURE-BASED AND CONTENT AREA INSTRUCTION

Clinical Experience

The program requires a minimum of 150 hours of clinical working with students with reading and learning disabilities. These hours are earned in the on-campus Family Lab in conjunction with LSI 542, LSI 543, and LSI 544. The Family Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

Practicum Courses: 12 quarter hours required, grade of C or better

*prerequisites: LSI 430, LSI 431, LSI 432, LSI 433, LSI 435, and LSI 438

- LSI 542 TESTING/DIAGNOSIS OF READING & LEARNING DISABILITIES: PRACTICUM I
- LSI 543 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES: PRACTICUM II
- LSI 544 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES: PRACTICUM III

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

Reading Specialist students must complete the following tests:

- Basic Skills (test #096) or TAP (tests #300, or #400) - assesses knowledge of reading comprehension, writing, and math. Test is required to qualify for Advanced Standing.
- Reading Specialist Content Area Test (test #176) – assesses knowledge of language, reading, and literacy.
- Assessment of Professional Teaching (APT) (test #104, grades K-12) – assesses knowledge of teaching practice and classroom scenarios.
Reading Specialist Certificate with LBS1 Endorsement

Students admitted to the Reading Specialist program may elect to pursue the LBS1 endorsement. This option is only available to students admitted to the Reading Specialist program.

Students must complete four courses in addition to the Reading Specialist program. These courses are:

- LSI 440 SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
- LSI 458 TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
- LSI 468 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I
- LSI 469 TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II

Students may take these courses concurrently with or at the end of the Reading Specialist program. Students must consult their Faculty Advisor if they elect to pursue the LBS1 option.

Certification Tests

Reading Specialist plus LBS1 students must complete the following tests (in addition to tests required for the Reading Specialist certificate):

- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.

School Counselor Certificate

The Counseling program’s School Counseling concentration is an Illinois State Board of Education (ISBE) approved program for the School Service Personnel Type 73 certificate with the School Counselor endorsement. ISBE states the following guidelines:

Individuals seeking the Type 73 certificate with the School Counselor endorsement must:

1. complete an approved school counseling program at an Illinois institution
2. hold a Master’s degree in school counseling; counseling or a related field; or an educational field
3. pass the Basic Skills or Test of Academic Proficiency (TAP) and School Counselor content-area tests
4. hold or be qualified to hold a teaching certificate OR complete coursework addressing required knowledge as part of an approved program

Course Requirements

Counseling Courses: 52-56* quarter hours required, grade of C or better required

- CSL 451 LEGAL AND ETHICAL ISSUES IN COUNSELING
- CSL 452 INTRODUCTION TO THE COUNSELING PROFESSION
- CSL 458 GROUP COUNSELING
- CSL 461 TESTING AND APPRAISAL
- CSL 467 COUNSELING THEORIES
- CSL 475 CAREER COUNSELING FOR SCHOOL COUNSELORS
- CSL 489 PSYCHOPATHOLOGY
- CSL 501 COUNSELING SKILLS
- CSL 510 MULTICULTURAL COUNSELING
- CSL 514 CRISIS INTERVENTION FOR SCHOOL COUNSELING
- CSL 519 SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS
- CSL 520 COUNSELING CHILDREN AND ADOLESCENTS
Clinical Experience

Students complete their Clinical Experience during the last year in the program. The Clinical Experience Courses include the Practicum, Internship in Counseling I, and Internship in Counseling II. Students are enrolled in the Practicum course Autumn Quarter; Internship in Counseling I Winter Quarter; Internship in Counseling II Spring Quarter. Students must complete a formal application process to participate in the Clinical Experience courses. This includes attending a clinical orientation a full year before beginning the Clinical Experience, submitting an initial application, and securing a placement site. Successful completion of the application requirements is noted as milestone courses on a student’s transcripts. Consult academic advisor for additional information on application and course enrollment process.

Clinical Experience Application Courses: non-credit, non-tuition

- CSL 95 CLINICAL ORIENTATION
- CSL 96 CLINICAL APPLICATION
- CSL 97 CLINICAL PLACEMENT

Clinical Experience Courses: 12 quarter hours required, grade of C or better required

Prerequisites: All courses with the exception of CSL 512 must be completed prior to being enrolled in the Practicum courses.

- CSL 552 PRACTICUM IN COUNSELING
- CSL 553 INTERNSHIP IN COUNSELING I (300 clock hours) (prerequisites: CSL 552)
- CSL 554 INTERNSHIP IN COUNSELING II (300 clock hours) (prerequisites: CSL 553)

Upon completion of the School Counseling concentration’s coursework and the additional State requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate.

School Counseling students must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math.
- School Counseling Content Area (test #181) – assesses knowledge of student development, assessment, the school environment and the school counseling profession.

Secondary Education Certificate

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition, PA grade required)
- T&L 424 INTRODUCTION TO SECONDARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- SCG 406 HUMAN DEVELOPMENT AND LEARNING:SECONDARY
- One course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION
Advanced Standing Courses: 12 quarter hours required

- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
- T&L 525 READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM

Special Methods Courses: 4-12 quarter hours required

Complete the course(s) listed that correspond to your content area

Biology
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION

Chemistry
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION

Environmental Science
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION

English
- T&L 426 TEACHING WRITING
- T&L 428 TEACHING LITERATURE
- T&L 429 TEACHING YOUNG ADULT LITERATURE

History
- T&L 453 TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS
- T&L 455 READINGS IN AMERICAN HISTORY

Math
- T&L 436 TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS

Physics
- T&L 439 METHODS OF SECONDARY SCIENCE EDUCATION

Social Science
- T&L 453 TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS
- T&L 455 READINGS IN AMERICAN HISTORY

Visual Arts
- T&L 465 ART AND PEDAGOGY
- T&L 466 TEACHER AS ARTIST
- T&L 595 EARLY CHILDHOOD STUDENT TEACHING

**Note: Students matriculating in 2012-2013 and currently enrolled students in Biology, Chemistry, Environmental Science, History, Math, Physics, or Social Science who have not taken their special methods course are advised to substitute TCH 472, TCH 473, or TCH 474 for this course (choose course that corresponds to area).

English students that have not taken T&L 426 and T&L 428 are advised to substitute TCH 471 and TCH 481.

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 590 SECONDARY STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 591 SECONDARY STUDENT TEACHING SEMINAR (2 hours)
- EDU 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for Secondary Education Biology**

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- Ecology
- Cell Biology
- Physiology
- Genetics
- Biology Elective
- Biology Elective
- Biology Elective
- Biology Elective (with lab)
- Biology Elective (with lab)
- College Algebra or Calculus I
- Trigonometry or Calculus II
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II

**Requirements for Secondary Education Chemistry**

Note: Effective for all individuals applying for certification beginning February 1, 2012, all coursework in the content area must earn a grade of C or better.

Chemistry Core: 36 quarter hours required, grade of C or better required

- General Chemistry I
- General Chemistry II
- General Chemistry III
- Organic Chemistry I
- Organic Chemistry II
- Analytical Chemistry
- Physical Chemistry I
- Physical Chemistry II
- Applied Probability and Statistics (2 qh)
- Chemistry Seminar (2qh)
- Calculus I
- Calculus II
- Calculus III
- General Physics I
- General Physics II
- General Physics III

Choose three of the following Chemistry courses: 12 quarter hours

- Organic Chemistry III
- Air Chemistry
- Solid Waste Chemistry
- Physical Chemistry III
- Intermediate Inorganic Chemistry
- Intermediate Organic Chemistry
- Biochemistry I
- Biochemistry II
- Biochemistry III
- Nuclear Chemistry
- Biophysical Chemistry
- Medicinal Chemistry
- Drugs and Toxicology
- Nutrition
- Applied Spectroscopy

**Requirements for Secondary Education English**
All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Introduction to Literature
- Reading Poetry
- Shakespeare
- Literary Research and Writing/Reading Prose
- Linguistics/Grammar/History of the English Language
- 3 British Literature courses
- Romanticism in American Literature
- 2 American Literature courses
- 300 level Literature elective

**Requirements for Secondary Education Environmental Science**

All coursework in the content area must earn a grade of C or better.

- General Biology I
- General Biology II
- General Biology III
- General Chemistry I
- General Chemistry II
- General Chemistry III
- General Physics I
- General Physics II
- General Physics III
- Ecology
- Earth System Science
- Human Impacts on the Environment
- Environmental Rhetoric and Politics
- Environmental Data Analysis
- Environmental Science Seminar
- Environmental Impact Analysis
- Plus three courses on Environmental Sciences at the Graduate Level, as noted below in the Graduate Content Area

**Requirements for Secondary Education History**

All coursework in the content area must earn a grade of C or better.

- T&L 455 (also a required graduate class)
- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Non-US, World History – upper level

Additional certification requirements: (one course in each area required)

- Geography
- Economics
- Political Science
- Sociology/Anthropology

**Requirements for Secondary Education Mathematics**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Calculus I
- Calculus II
- Calculus III
- Intro to Math Reasoning OR Discrete Math I and Discrete Math II
- Multivariable Calculus I
- Multivariable Calculus II
- Linear Algebra
- Programming Language
- Abstract Algebra I
- Theory of Numbers or Abstract Algebra II
- Geometry I
- Geometry II or Real Analysis I
- Probability & Statistics
- History of Mathematics
Requirements for Secondary Education Physics

All coursework in the content area must earn a grade of C or better.

- Physics I
- Physics II
- Physics III
- Physics IV
- Meth of Computational & Theoretical Phys I
- Meth of Computational & Theoretical Phys II
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Physics Elective
- Mechanics
- Calculus I
- Calculus II
- Calculus III
- Multivariable Analysis & Linear Algebra I
- Multivariable Analysis & Linear Algebra II
- General Chemistry I
- General Chemistry II
- General Chemistry III

Requirements for Secondary Education Social Science

All coursework in the content area must earn a grade of C or better.

- US History I
- US History II
- US History – upper level
- US History – upper level
- World History I
- World History II
- Non-US, World History – upper level
- Non-US, World History – upper level
- Secondary Field (6 courses minimum): Choose single field from Anthropology, Economics, Geography, Political Science, Psychology, or Sociology.

Additional certification requirements

- One course in each area required
  - Geography
  - Economics
  - Political Science
  - Sociology/Anthropology

Requirements for Secondary Education Visual Arts

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Two Dimensional Foundation
- Three Dimensional Foundation
- Drawing
- Intermediate or Adv. Drawing
- Painting
- Sculpture
- Computer Graphics
- Printmaking
- Principles of Art History
- Photography
- Video
- Art & Design I
- Art & Design II

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. Secondary Education majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Content Area Test (test numbers below) – assesses knowledge of content area. Test is required before Student Teaching
Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended that it be taken before Student Teaching.

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Additional Requirements

Please also view the college core requirements under the MA or MED for Secondary Education for additional requirements.

Superintendent Certificate

The Doctoral program’s Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. Individuals must be admitted to the Doctoral program in the College of Education and complete requirements of the program to qualify for the Superintendent endorsement.

ISBE states the following guidelines:

Individuals seeking the Type 75 certificate with the Superintendent endorsement must:

1. complete an approved superintendent program at an Illinois institution
2. hold a Master’s degree
3. provide proof of 2 years of full-time administrative experience on a valid administrative certificate with the general administrative endorsement
4. pass the Basic Skills and Superintendent content-area tests

Upon completion of the Type 75 Superintendent program and the endorsement’s additional requirements, students must apply for their certificate. Students are to work with the College of Education’s Certification Officer when applying for the certificate.

Please view the Educational Leadership (EDD) Degree Requirement section for all courses needed to complete the degree and Superintendent Internship*.

The Superintendent endorsement requires an additional 4 quarter hours for the internship course.

*Superintendent Internship: 4 quarter hours required

- A&S 899 SUPERINTENDENT INTERNSHIP

*Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

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World Language Education Certificate

Course Requirements

Pre-Education Introductory Courses: 16 quarter hours required

- EDU 25 BASIC TECHNOLOGY LITERACY (non-credit, non-tuition)
- SCG 406 HUMAN DEVELOPMENT AND LEARNING: SECONDARY
- T&L 404 INTRODUCTION TO ELEMENTARY EDUCATION
- T&L 425 CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
- Choose one course from the following list:
  - SCG 408 EDUCATION AND SOCIETY
  - SCG 409 SOCIOLOGY OF EDUCATION
  - SCG 411 PHILOSOPHY OF EDUCATION

Advanced Standing Courses: 28 quarter hours required

- BBE 560 SECOND AND WORLD LANGUAGE ACQUISITION
- BBE 570 METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  - or T&L 430 TEACHING LITERACY K-12
- T&L 449 TEACHING MODERN LANGUAGES
- T&L 575 WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
- SCG 410 INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
- LSI 446 PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD

Student Teaching: 8 quarter hours required

Registration in student teaching requires completion of all requirements and procedures listed in the college core section. EDU 95 indicates to the Illinois State Board of Education that all field experience hours are complete.

- T&L 592 WORLD LANGUAGES STUDENT TEACHING (6 hours, grade of B- or better required)
- T&L 593 WORLD LANGUAGES SEMINAR (2 hours)
- EDU 95 (non-credit, non-tuition, PA grade required)

Recommended/Optional Course

SCG 439 is required for middle school endorsements but is not required for the degree. If taking SCG 439 for certification/endorsement purposes, a grade of C or better is required.

- SCG 439 PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION

Content Area Courses
All students need to have sufficient knowledge of the subject they will be teaching. Illinois State Board of Education requires a minimum of 48 quarter hours (32 semester hours) in the content area subject. Students should meet with their designated Content Area advisor at the beginning of their program for an official written content evaluation and provide a copy to your academic advisor. Requirements can be satisfied by undergraduate coursework or courses taken elsewhere. Content courses must be completed before student teaching.

**Requirements for World Language Education Arabic include:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Arabic I
- Advanced Arabic II
- Advanced Arabic III
- Advanced High Arabic I
- Advanced High Arabic II
- Advanced High Arabic III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Requirements for World Language Education Chinese include:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Chinese I
- Advanced Chinese II
- Advanced Chinese III
- Advanced Conversation I
- Advanced Conversation II
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective

**Requirements for World Language Education French include:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Grammar & Composition I
- Advanced Grammar & Composition I
- Advanced Conversation I or II
- Intro to French Literature I
- Intro to French Literature II
- 20th Century French Literature
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom

**Requirements for World Language Education German include:**

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom
Requirements for World Language Education Italian include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Requirements for World Language Education Japanese include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Advanced Japanese I
- Advanced Japanese II
- Advanced Japanese III
- Advanced Discussion & Reading I
- Advanced Discussion & Reading II
- Advanced Discussion & Reading III
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Requirements for World Language Education Latin include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom

Requirements for World Language Education Russian include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition I
- Advanced Conversation I
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Literature/Culture Elective
- Culture in the Classroom
Requirements for World Language Education Spanish include:

All coursework in the content area must earn a grade of C or better and a minimum of 18 quarter hours (12 semester hours) must be coursework at an undergraduate upper level or graduate level.

- Grammar & Composition I
- Grammar & Composition II
- Advanced Conversation I or II
- Intro to Literacy Analysis in Spanish
- 4 Literature/Culture Elective
- Phonology & Phonetics
- Culture in the Classroom
- Choose three of the following:
  - Spanish Lit: Middle Ages to Golden Ages Literature
  - Spanish Lit: Enlightenment to Present Literature
  - Latin American Lit: Origin to Romanticism Lit
  - Latin American Lit: Modern to Present Lit

Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. World Language Education majors must complete the following tests:

- Test of Academic Proficiency (TAP) (test #400) - assesses knowledge of reading comprehension, language arts, writing, and math. Test is required to qualify for Advanced Standing.
- Content Area Test (test numbers below) – assesses knowledge of the language and culture. Test is required before Student Teaching (deadlines apply).
- Assessment of Professional Teaching (APT) (test #103, grade 6-12) – assesses knowledge of teaching planning, delivery, assessment, professionalism, and technology. Test is required to be certified, recommended to take before Student Teaching.

Arabic
- Foreign Language: Arabic Content Area Test (test #137)

Chinese
- Foreign Language: Chinese(Mandarin) Content Area Test (test #126)

French
- Foreign Language: French Content Area Test (test #127)

German
- Foreign Language: German Content Area Test (test #128)

Italian
- Foreign Language: Italian Content Area Test (test #130)

Japanese
- Foreign Language: Japanese Content Area Test (test #131)

Latin
- Foreign Language: Latin Content Area Test (test #133)

Russian
- Foreign Language: Russian Content Area Test (test #134)

Spanish
- Foreign Language: Spanish Content Area Test (test #135)

Field Experiences

Each student seeking certification from the College of Education/Professional Education Unit must complete supervised field experiences in appropriate settings in conjunction with education courses. The field experiences must include a variety of grade levels, multicultural experiences, and a minimum of 15 hours in special education settings. All field experiences must be completed prior to final approval for student teaching. Field experience hours should be entered by the student into the FEDS system when completing courses with field experience requirements. For details on requirements, expectations, documentation, & courses in your program that require hours, visit the College of Education website.

Oral Proficiency Interview (OPI) Test
Pursuing certification in the teaching of a foreign language (Arabic, Chinese, French, German, Italian, Japanese, Latin, Russian, or Spanish) requires the oral proficiency test – an Interview – before you begin student teaching. You must earn a rating of "intermediate high" or better on the test.

For additional information about the OPI and a link to the test, please consult the OPI section of the College of Education website.

**Additional Requirements**

Please also view the college core requirements under the MA or MED for World Language Education for additional requirements.

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**Bilingual Education (BE) Endorsement**

**Course Requirements**

28 quarter hours, grade of C or better required in all courses

Illinois target language proficiency (TLP) test required in addition to the coursework and field experience hours below:

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 407 EQUITY ISSUES IN ASSESSMENT
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 524 METHODS OF TEACHING ESL
- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (PA grade required)

**Certification Test**

Individuals seeking a bilingual endorsement must complete the Target Language Proficiency (TLP) test in the non-English language.

**Endorsement Application**

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

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**Early Childhood Bilingual/ ESL Endorsement**

**Requirements for Primary Grades English as a Second Language Endorsement**

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A valid Illinois teaching certificate.
- ESL clinical experience equal to 100 clock hours or three months teaching experience with ESL students.
- Credits totaling 18 semester hours distributed among the following course areas.
Requirements for Primary Grades Bilingual Endorsement

Persons seeking this endorsement must have a total of 18 semester hours of coursework required below and meet the other requirements:

- A valid Illinois teacher certificate.
- Bilingual clinical experience totaling 100 clock hours or three months teaching experience in bilingual programs.
- Successful completion of a language examination in the non-English language to be taught.
- Credits totaling 18 semester hours distributed among the following course areas:
  - Foundations of Bilingual Education
  - Assessment of Bilingual Students
  - Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs
  - Cross-Cultural Studies for Teaching Limited-English-Proficient Students
  - Methods and Materials for Teaching English as a Second Language

To receive a bilingual or ESL teacher endorsement, you may apply as part of the degree process or if you are not seeking a degree you must apply directly to ISBE.

Once admitted to the Bilingual/ESL Early Childhood endorsement program, students should follow the sequence of courses listed below, grade of C or better required in all courses:

- BBE 408 BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS
- BBE 409 ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS
- T&L 440 EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES
- T&L 441 EARLY CHILDHOOD METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS
- T&L 442 EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION
- T&L 443 ASSESSING YOUNG BILINGUAL/ESL LEARNERS
- T&L 444 EARLY CHILDHOOD BILINGUAL/ESL PRACTICUM

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Early Childhood LBS1 Endorsement

Students that have completed the DePaul Early Childhood program can elect to take these additional classes to qualify for a LBS1 endorsement on their Type 04 certificate. The ECE LBS1 endorsement program is only available to current students or alumni of the Early Childhood program.

Graduate Courses: grade of C or better required

- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
- LSI 475 METHODS OF TEACHING EARLY CHILDHOOD STUDENTS WITH LOW INCIDENCE DISABILITIES
- LSI 476 SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR EARLY CHILDHOOD: HIGH INCIDENCE DISABILITIES
- LSI 597 EARLY CHILDHOOD EDUCATION SPECIAL EDUCATION PRACTICUM

Undergraduate Courses: grade of C or better required
Certification Test

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

English as a Second Language (ESL) Endorsement

Course Requirements

28 quarter hours, grade of C or better required

Must complete the coursework and field experience hours below:

- BBE 402 BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 407 EQUITY ISSUES IN ASSESSMENT
- BBE 425 BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 524 METHODS OF TEACHING ESL
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
- BBE 97 100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED (non-credit)

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

LBS1 Endorsement

Special Education for Teachers (Learning and Behavior Specialist 1)

Endorsement-Only Requirements 24 hours required, grade of B+ or better required
Certification Tests

All individuals certified by the Illinois State Board of Education (ISBE) are required to complete certification tests specific to their teaching certificate. LBS1 Endorsement students must complete the following tests:

- LBS1 Content Area Test (test #155) – assesses knowledge of working with students with disabilities and special needs.

Endorsement Application

Individuals must submit an application directly to the Illinois State Board of Education (ISBE) upon successful completion of the required coursework and certification tests. All individuals must meet ISBE requirements at the time of application. Requirements are subject to change per the discretion of ISBE.

Reading Teacher Endorsement

The Illinois State Board of Education (ISBE) requirements for the Reading Teacher Endorsement include:

1. Hold a valid Early Childhood, Elementary, or Secondary teaching certificate
2. Complete 24 semester hours or 36 quarter hours, including a practicum, of reading and literacy courses in the following areas:
   a) Foundations of reading,
   b) Content area reading,
   c) Assessment and diagnosis of reading problems,
   d) Developmental and remedial reading instruction and support,
   e) Developmental and remedial materials and resources, and
   f) Literature appropriate to students across all grade ranges
3. Pass the Reading Teacher content test (#177)

Students can pursue the Reading Teacher Endorsement by either:

1. Completing courses that are a subset of the Reading Specialist concentration (see below), or
2. Applying for a Reading Teacher endorsement evaluation through ISBE. Once a statement of area deficiencies is received, the student will meet with an advisor to determine the required outstanding coursework.

Reading Teacher Endorsement Coursework: 36 quarter hours required, grade of C or better required

- LSI 430 INTRODUCTION TO ASSESSMENT OF READING AND LEARNING DISABILITIES
- LSI 431 FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
Practicum Courses

- LSI 542 TESTING/DIAGNOSIS OF READING & LEARNING DISABILITIES:PRACTICUM I
- LSI 543 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES:PRACTICUM II
- LSI 544 DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES:PRACTICUM III

The practicum courses provide a clinical experience working with students with reading and learning disabilities. These hours are earned in the on-campus Family Lab in conjunction with the LSI 542, LSI 543, and LSI 544 courses. The Family Lab provides diagnostic and remedial services for children and adolescents with reading disabilities. Graduate students who are enrolled in advanced courses provide diagnostic and remedial services to children and adolescents in the Chicago area.

Licensed Professional Counselor

State Licensure Information

The State of Illinois requires that those who wish to work as a counselor have licensure as either a Licensed Professional Counselor (LPC) or an advanced Licensed Clinical Professional Counselor (LCPC). The Counseling program's Community Counseling concentration meets the educational requirements for the Licensed Clinical Professional Counselor. However, there are further requirements that must be met. For more information, contact the State of Illinois Department of Professional Regulation in Springfield, Illinois.

Academic Advising

DePaul University College of Education's Academic Advising Office is committed to engaging students through a holistic partnership focused on personalized educational and professional goals.

Nancy Hashimoto  
Director of Advising and Certification Officer

Alexa Walsh  
Associate Director of Advising and Certification Officer

Kevin Green  
Academic Advisor

Nicole Ide  
Academic Advisor

Kevin McCann
Office of Student Teaching and Field Experiences

Kathleen Liston
    Director of Student Teaching
William Wilson
    Assistant Director of Field Experiences
Brigid Hinterberger
    Placement Specialist
Lois Walsh
    Placement Specialist

Academic Success Center

Nora Murphy
    Coordinator/Director
**About**

DePaul University takes its name from St. Vincent de Paul. The religious community founded by St. Vincent, commonly known as the "Vincentians," established the University and endowed it with a distinctive spirit premised upon a deep respect for the dignity of all persons and a dedication to the service of others. In each succeeding generation, the graduates of DePaul have pursued learning in the spirit of St. Vincent de Paul. DePaul University College of Law has educated and trained leaders in the legal profession for nearly a century. Our nationally acclaimed programs and institutes prepare students to practice law at a sophisticated level in an increasingly complex profession.

But studying law at DePaul involves more than mastering technical legal doctrine. You have now become, and for the rest of your life will remain, part of the College of Law family. Do not hesitate to call upon any of us, faculty, administrators or staff, to assist you in whatever way that we are able.

**Academics**

When you study the law at DePaul, tradition underlies everything: our deep roots, our enduring values and our commitment to service.

That commitment begins in our classroom community. Professors give you personal attention and support. Faculty and classmates treat you with respect. Cooperation and collaboration contribute to healthy competition. Opportunities abound for being of service to others. And diversity, in all its forms, is embraced.

Students consistently tell us that their academic experience is unlike anything they ever expected from a law school.

- Juris Doctor
- LLM Programs
  - Health Law
  - International Law
  - Intellectual Property Law
  - Taxation
- Joint Degrees
  - Masters in Business Administration
  - MS in Computer Science/Technology
  - International Studies
  - Public Services Management
  - Master in International & European Business Law
- Areas of Specialization
  - Business Law
  - Criminal Law
  - Child & Family Law
  - Health Law
  - Intellectual Property Law & Information Technology
  - International & Comparative Law
  - Public Interest Law
Professional Degrees

- Health Law (LLM)
- Intellectual Property (LLM)
- International Law (LLM)
- Law (JD)
- Law/Business - Joint Degree (JD)
- Law/Computer Science - Joint Degree (JD/MS)
- Law/Public Service - Joint Degree (JD)
- Taxation (LLM)

Law Academic Student Handbook

This Handbook does not constitute a contract between the student and the University. Regulations, courses and procedures are subject to change without notice. Notices of changes in administrative regulations and other matters are usually posted on the College of Law website or on the University website. Students are responsible for knowledge of and compliance with all regulations.

Juris Doctor Degree

Law School Full-Time and Part-Time Options

The College of Law has both a full-time and a part-time option. At the end of their first year, students may change from part-time to full-time or vice versa by filing a program change request form with the Office of Student Affairs. The form is available on the law school website: www.law.depaul.edu. Students may only change their status once while they are enrolled in law school.

Students are advised that a status change may affect their financial aid. For financial aid information, they should see a financial aid counselor in the Office of Financial Aid on the 9th floor of the DePaul Center.

Note that, after full-time students complete their first-year required courses and after part-time students complete their first three semesters of required courses, all classes are open to all students, irrespective of their status.

Credit Hour Requirements

Juris Doctor (JD) students must complete 86 credit hours in order to graduate from the College of Law. Full-time students are expected to complete the requirements for the JD degree in three years. Part-time students are expected to complete the JD degree in four years. The maximum time to complete the JD program, if a student takes a leave of absence, is five years.

Maximum Credit Hours

First-year full-time students take 14 or more credit hours per semester. First-year part-time students take 10 or more credit hours per semester.

Upper level full-time students may register for a maximum of 16 credit hours per semester. After their third
semester, part-time students may register for a maximum of 12 credit hours per semester.

**Minimum Credit Hours**

Full-time students must take a minimum of 12 credit hours per semester except that full-time graduating seniors in their final semester need only take the number of credit hours necessary for them to graduate. Part-time students must register for a minimum of nine credit hours per semester except that graduating seniors need only take the number of credit hours necessary for them to graduate.

**No Credit for Course Work Taken Prior to Matriculation in the JD Program**

The American Bar Association standards provide that no credit may be given toward the JD degree for credits earned before a student matriculates in a JD program.

**Required Courses**

The following courses must be completed in order to earn the J.D. degree: Civil Procedure, Constitutional Process, Contracts, Criminal Law, Legal Analysis, Research and Communication (LARC) I, II, and III, Legal Profession, Property, Torts, one professional skills course and one advanced writing course.

Professional skills courses that fulfill the graduation requirement include Advanced Meditation; Mediation; Anatomy of a Deal; Arbitration; Business Planning; Arbitration of Commercial Disputes; Dispute Resolution; Electronic Discovery; Moot Court; International Moot Court; Legal Clinic (any); Litigation Lab; Litigation Strategy; Negotiations; Trial Advocacy I; Trial Advocacy II.

Advanced writing courses that fulfill the graduation requirement include a Senior Seminar; Death Penalty Defense Practicum; Law & Climate Change; Legal Drafting and Independent Study.

All first-year students are assigned to specific sections and classes for the entire academic year and must complete their courses as assigned. Part-time students who change to full-time after one year must take their remaining required courses as assigned by the College of Law.

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**Master of Laws (LLM) Degree**

**LLM in Health Law Program**

**Credit Hours and GPA Requirements**

An LLM in Health Law student must complete 24 semester hours of credit with a minimum cumulative grade point average (GPA) of 2.5 in order to earn the degree. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters. A summer term is counted as a semester for this purpose. If a student does not meet the degree GPA requirement of 2.5, the student may still earn a Certificate in Health Law if the student completes 18 credit hours with a cumulative GPA of 2.0.

**Program Requirements**

Courses must be selected from the LLM in Health Law courses listed in the catalogue. Candidates must enroll in a minimum of seven health law courses in the College of Law. They also must complete the writing requirement by taking either the Masters Essay, a health law related Seminar or Independent Study. LLM students also may enroll in up to three designated courses in the Public Service Management Graduate Program. The LLM program may be completed on either a full- or part-time basis but must be completed within four years.

**No Credit for Course Work Prior to Admission to the LLM Program**

The American Bar Association mandates that no credit may be given for health law courses taken before a student is accepted into the LLM program. Credits earned as part of a JD program do not count toward the LLM.

**LLM in Taxation Program**

**Credit Hours and GPA Requirements**
An LLM in Taxation student must complete 24 semester hours of credit with a minimum cumulative GPA of 2.5 in order to earn the degree. A student is automatically dismissed if he or she has a cumulative GPA of below 2.0 for any three consecutive semesters. A summer term is counted as a semester for this purpose.

**Program Requirements for the LLM in Taxation**

Courses must be selected from the LLM in Taxation courses. Candidates must complete three required courses and five electives. The LLM program may be completed on either a full- or part-time basis but must be completed within five years.

**No Credit for Course Work Prior to Admission to the LLM in Taxation Program**

The American Bar Association mandates that no credit be given for taxation courses taken before a student is accepted into the LLM program. Credits earned as part of a JD program do not count toward the LLM.

**LLM in Intellectual Property Program**

**Credit Hours and GPA Requirements**

An LLM in Intellectual Property student must complete 24 semester hours of credit with a minimum cumulative GPA of 2.5 in order to earn the degree. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters. A summer term is counted as a semester for this purpose.

**Program Requirements for the LLM in Intellectual Property**

Courses must be selected from the LLM in Intellectual Property courses. Candidates must complete three required courses and five electives. The LLM program may be completed on either a full- or part-time basis but must be completed within five years.

**No Credit for Course Work Prior to Admission to the LLM in Intellectual Property Program**

The American Bar Association mandates that no credit be given for intellectual property courses taken before a student is accepted into the LLM program. Credits earned as part of a JD program do not count toward the LLM.

**LLM in International Law**

**Credit Hours and GPA Requirements**

An LLM in International Law student must complete 24 semester hours of credit with a minimum cumulative GPA of 2.5 in order to earn the degree. A student is automatically dismissed if he or she has a cumulative GPA below 2.0 for any three consecutive semesters. A summer term is counted as a semester for this purpose.

**Program Requirements for the LLM in International Law**

Courses must be selected from the LLM in International Law courses listed in the catalogue. Candidates must complete three required courses and an additional five courses in their area of concentration. The LLM program may be completed on either a full- or part-time basis but must be completed within five years.

**Credit for Course Work Prior to Admission to the LLM in Intellectual Property Program**

At the discretion of the program director, students may receive credit for courses previously taken during the JD program or foreign equivalent.
Joint Degree Programs

DePaul University College of Law offers the following joint degree programs:

**Joint Degree Programs**

- JD/MBA
- JD/MA in International Studies
- JD/MS in Public Service Management
- JD/MS in Information Systems
- JD/MS in Computer Science
- JD/MS in Distributed Systems
- JD/MS in E-Commerce Tech
- JD/MS in Tele/Data Communications

**Certificate Programs**

- Business Law
- Criminal Law
- Family Law
- Health Law
- Intellectual Property: General
- Intellectual Property: Art and Museum Law
- Intellectual Property: Patents
- Intellectual Property: Information Technology
- International & Comparative Law
- Public Interest Law
- Taxation Law

**Graduate Programs**

- LLM in Health Law
- LLM in Intellectual Property
- LLM in International Law
- LLM in Taxation

For more information regarding programs and application procedures, students are advised to visit the College of Law web site, law.depaul.edu > Academic Programs.

**Study Abroad Programs**

DePaul University College of Law has several study abroad programs.

Associate Dean Steven Greenberger supervises all study abroad programs. Individual professors must give consent for students to enroll in the programs.

Study abroad programs currently are offered in Madrid, Spain; Chiapas, Mexico; Beijing, China; Costa Rica; Buenos Aires, Argentina; Prague, The Czech Republic; Vienna, Austria and Sorrento, Italy.
Procedures and Graduation Requirements

Student Responsibility for Fulfilling Requirements

Each student is solely responsible for ensuring that he or she fulfills all requirements for the degree being sought. Graduating seniors should undertake an independent review of their records before they register for their final semester by running a degree progress report or viewing an unofficial transcript from Campus Connection. If a prospective graduate has not fulfilled all degree requirements, he or she will not receive a degree and will not be certified for admission to the bar.

Note: Participation in the graduation ceremony does not establish entitlement to a degree. The actual degree award does not take place until the University completes its degree audit. Final certification of degrees is completed by the University Student Records Office and may take up to ten weeks after the commencement ceremony.

Application for Graduation and Certificates

JD, LLM, and JD joint degree seniors must apply for graduation on Campus Connection by the following deadlines:

- June 1 for a July graduation.
- October 1 for a December graduation.
- February 1 for a May graduation.

Applicants for the JD degree must also complete a Career Services survey, available on Symplicity at www.law.depaul.edu/jobs, click through Profile > Graduate Student Employment Survey. Complete the entire form and finalize your answers. A survey is required. If you have questions, contact your career advisor.

Applicants for the JD must fill out and submit a completed graduation application. Applicants for Certificates must complete and submit a certificate application with their graduation applications. The on-line degree conferral application is on Campus Connection, www.depaul.edu. The graduation and Certificate applications are available on the law school web site, www.law.depaul.edu.

Commencement

Commencement is held annually in May. If a student is short no more than three credits for a degree that will be completed in July, the student may attend the May commencement ceremony. However, the student will not be awarded the degree until the credits are completed. A degree completed in July will be posted in October.

Academic Records Final

Academic records are locked upon degree conferral. Under no circumstances will changes be made to a student’s academic record after a degree is conferred.

JD Graduation with Honors and Order of the Coif

Juris Doctor Honors

JD students whose cumulative grade point average (GPA) places them in the top five percent of their class are awarded their degree summa cum laude. JD students whose cumulative GPA places them in the next five percent of their class are awarded their degree magna cum laude. JD students whose cumulative GPA places them in the next 10 percent of their class are awarded their degree cum laude. The awards are given to the entire class that graduates in an academic year, full-time and part-time students combined. The awards are announced at the end of the academic year. Once the awards are announced and posted by the College of Law and the University Student Records Office, the awards are not affected by any subsequent grade changes.
Students who transfer to the College of Law after they complete first-year coursework at another law school are eligible for graduation honors. Grades earned at a transfer student's prior law school are included in the GPA computation for honors eligibility. Grades earned when students visit another law school after their first year are included in the GPA for honors eligibility if they take 12 or more credits at another law school.

**Order of the Coif**

JD graduates who rank in the top 10 percent of their class may be elected by the faculty to the Order of the Coif. Coif awards are announced in the summer at the end of the academic year. Once announced and posted by the University Student Records Office, the awards are not affected by any subsequent grade changes. The rules for honors awards for transfer students also apply to election to Order of the Coif.

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**Eligibility for Law Review, Law Journals and Moot Court**

**Law Review**

The DePaul Law Review, published quarterly, is the College of Law's principal scholarly publication. Legal scholars, judges and practicing attorneys submit articles for publication that are selected and edited by a board of student editors. Members of the Law Review also contribute articles that discuss recent cases and developments in the law. Election to Law Review is one of the highest honors a student can achieve in his or her law school career. Students are invited to join the Law Review after their first year of law school based upon either their academic performance or their performance in a write-on competition. Transfer students may join the Law Review only via the write-on competition.

**Academic Achievement**

Students are invited to join the Law Review at the end of their first academic year if they rank in the top 10 percent of their class.

**Summer Write-On Competition**

The Intra-Journal Write-On Competition is administered by the editors of the Law Review and other Journals. Competition dates and requirements are announced in the summer. The Law Review Editorial Board selects which students, if any, will be invited to join based upon the competition.

Students who will not be on campus during the competition may still participate but must make specific arrangements with the Law Review as soon as the competition dates are announced.

**Credit for Law Review**

Editors of the Law Review must register for and receive course credit for the Law Review. The credits are graded pass/fail. A student may receive a maximum of six credits (three per semester) for Law Review editorial work. Editors also may receive tuition stipends based upon the nature of their service on the Law Review Editorial Board.

**Journal of Art, Technology & Intellectual Property Law**

The Journal of Art, Technology and Intellectual Property Law is published three times per year under the direction of a student Board of Editors and in cooperation with the non-profit organization Lawyers for the Creative Arts. The Journal includes articles by students and professionals that address current legal issues in the visual and performing arts.

**Eligibility**

Students who have completed their first year of law school in good academic standing are invited to join the Journal's staff based upon the Intra-Journal summer write-on competition. Journal staff members are expected to complete one article suitable for publication each semester. Students choose their own topics and format. Journal members are eligible for Editorial Board positions during their final year of law school.
Credit for the Journal

Editors of the Journal must register for and receive course credit for the Journal. The credits are graded pass/fail. A student may receive a maximum of four credits (two per semester) for Journal editorial work. Editors may also receive tuition stipends based upon the nature of their service on the Editorial Board.

Business & Commercial Law Journal

The Business & Commercial Law Journal is published three times per year under the direction of a student Board of Editors.

Eligibility

Students who have completed their first year of law school in good standing are invited to join the Journal staff based upon a write-on competition conducted in the summer semester. Students who have completed at least 28 credit hours are eligible to compete. Journal staff members do cite-checking and write a case note or comment.

Editorial Board

In the spring of each academic year, staff members may apply for an editorial position on the following year’s Editorial Board. Each Editorial Board chooses its own successors.

Credit for the Journal

Editors of the Journal must register for and receive credit for the Journal. Credits are graded pass/fail. Editors may earn a maximum of six credits (three per semester) for Journal editorial work. Editors also may receive tuition stipends based upon the nature of their service on the Editorial Board.

Journal of Health Care Law

The Journal of Health Care Law provides scholarly commentary on developments in the health law field. Health Law LLM and JD students who have completed their first year of law school in good academic standing are eligible.

Write-On Competition

The Journal participates in the Intra-Journal competition each summer to select its staff.

Journal Editors

Students may apply to become editors of the Journal after they complete the first year. Editors may receive tuition stipends based upon the nature of their service on the Editorial Board.

Credit for the Journal

Editors must register for and receive course credit for the Journal. Editors may earn a maximum of six credits (two per semester) for Journal editorial work. The credits are graded pass/fail. Editors are expected to agree to a four-semester commitment to the Journal, one of which is not for credit.

Journal for Social Justice

The Journal for Social Justice provides public interest practitioners and academics with a scholarly alternative to traditional law journal publications. Contributors to the Journal are encouraged to share the wisdom of their experiences as advocates.

Eligibility

Students who complete their first year of law school in good academic standing are invited to join the Journal’s staff based on either the Journal’s own write-on competition or the Intra-Journal summer write-on competition. Journal members are eligible to apply for Editorial Board positions during the Spring academic term.

Credit for the Journal

Editors of the Journal may register for and receive course credit for the Journal. The credits are graded pass/fail. A student may receive a maximum of four credits (two per semester) for Journal editorial work.

Journal of Sports Law and Contemporary Problems
The *Journal of Sports Law and Contemporary Problems* investigates the intersection between law and sports with a focus on today’s most important sports issues.

**Write-On Competition**

The Journal participates in the Intra-Journal competition each summer to select its staff.

**Journal Editors**

Students may apply to become editors of the Journal after one year.

**Credit for the Journal**

Editors may register for and receive course credit for the Journal. A student may earn a maximum of four credits (one or two credits per semester) for Journal editorial work. The credits are graded pass/fail.

**Moot Court Society**

The Moot Court Honor Society has three divisions: Appellate Advocacy, Trial Advocacy and Lawyering Skills. The Society sponsors and supports students participating in competitions that promote written and oral advocacy and lawyering skills.

**Credit for Moot Court Competition**

Upper-level students can earn three credit hours for participation on a national or international moot court appellate advocacy team or trial competition team. National team moot court credits are graded pass/fail; international moot court competition credits are graded in the normal manner. Students may earn a maximum of six credits for moot court competition.

In order to earn credit for moot court, students must:

1. Participate as a team member (competitor) in a sanctioned external moot court appellate or trial team competition. Appellate team members are selected by a Moot Court Executive Board Committee comprised of faculty and students. Trial team members are chosen by the trial team coaches in tryouts.
2. Meet all program requirements as outlined by the program directors and coaches including, but not limited to, the writing of briefs, attending mooting practice and training seminars and otherwise adhering to the coaches’ guidelines.

**Moot Court Appellate Team Executive Board**

The Appellate Team is managed by an Executive Board. The Executive Board is chosen by a committee comprised of faculty and students.

**Journal and Moot Court Credit**

Subject to the limitations set forth above, students may earn a maximum of 12 hours of Journal and Moot Court credit while enrolled in law school. In order to receive credit, students must obtain a permission slip, have it completed by the faculty adviser and turn the completed slip in to Lorraine Schulz in the Office of Student Affairs. Journal and Moot Court credit will not be awarded if the appropriate registration is not completed.

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**Academic and Administrative Regulations for JD and LLM Students**

**Communications and E-Mail Addresses**

All students receive a DePaul student e-mail address when they enroll. However, they may use other e-mail addresses as long as they enter those addresses on Campus Connection > Demographic Portfolio. Students must insure that their e-mail address on Campus Connection is correct at all times. If your e-mail address is not...
correct on Campus Connection, you may not receive information necessary to pursue your law studies. Failure to provide a correct e-mail address will not excuse non-compliance with rules, regulations or requirements communicated by the law school via e-mail.

To update your e-mail address, go to the University web site, www.depaul.edu > log onto Campus Connection. On the left, click on "Demographic Portfolio." Update your email addresses. Be sure to check the one you plan to use as "Preferred." All law school notices will be sent to your "Preferred" e-mail address.

Many e-mail systems enforce filter software, which might block important messages. The College of Law uses numerous e-mail addresses to inform students of registration times, exams, schedules, events and important news. In order to receive e-mail from the law school, we recommend the following:

1. Please review your junk mail filter settings and select the appropriate level.
2. Please add sr.depaul.edu, dwhite@depaul.edu, sgreenbe@depaul.edu to your address book. Also add nhatchet@depaul.edu and lschulz@depaul.edu.

Employment Limitation for Full-Time JD Students

The American Bar Association rules permit College of Law full-time students to be employed for a maximum of 20 hours per week while school is in session. If a student must work more than 20 hours per week, the student must transfer to the part-time program. If full-time first-year students feel compelled to work, they should be careful to limit their hours so as not to interfere with their studies. Students are expected to arrange their work schedule around College of Law classes. Adjustments in the curriculum or final exams will not be made because of work conflicts.

Class Attendance Rules

Attendance is mandatory for all law school classes. Each instructor may establish penalties for lack of attendance. At his or her discretion, an instructor may give the student a grade of FX, lower the final grade or require the student to withdraw from the class. In the event of a mandatory withdrawal, tuition for the class will not be refunded.

Limited Enrollment Course Attendance

If a student registers for a limited enrollment course such as a senior research seminar, a litigation skills course or a practice skills course, and does not attend the first week of the class, the instructor may prohibit the student from taking the class. A student compelled to withdraw from a class will not receive a tuition refund if the official refund deadline has passed.

Class Attendance in Proper Section

Students are required to attend the section of a course for which they are registered. A student may not attend another section of the same course, even if taught by the same instructor.

Recording of Class Sessions

Classes may be recorded only with the permission of the instructor. Students with disabilities who must tape classes as an accommodation for their disability should make arrangements with the Assistant Dean for Student Affairs and with the University Office for Students with Disabilities.

Required Courses

Students must take all required courses at the time prescribed and in the sequence designated by the College of Law. First-year students may not drop required courses or take reduced class loads absent extraordinary extenuating circumstances. In order to do so, they must obtain the consent of the Assistant Dean of Student Affairs. Required courses must be taken at DePaul and cannot be taken at another law school.

Courses With Prerequisites

Some courses have mandatory prerequisites. Prerequisites must be completed before a student may enroll in those courses. Students may not take a course and its prerequisite course simultaneously.

Registration, Course Changes, Tuition Refunds and Deadlines

Registration
Registration takes place according to a schedule promulgated in advance by the University Student Records Office. Students are afforded registration priority based upon the number of credits they have accumulated. Registration for the summer and fall semesters takes place in the spring. Registration for the spring semester takes place in the fall. Once registration begins, it remains open until the close of the add/drop period. Registration is accomplished over the internet via Campus Connection. Registration instructions are emailed to students prior to the opening of registration each semester and are on the University Student Records web site, http://sr.depaul.edu

Deadlines and Tuition Refunds

The deadline to withdraw from any course and receive a tuition refund is the end of the second week of class in the fall and spring semesters. The tuition refund deadline for the summer semester is the end of the first week of class. The deadlines are published on the academic calendar on the College of Law web site. A student may withdraw from a class up until the last scheduled class day of a semester, i.e., before the reading and final examination period begins, but tuition will not be refunded if the withdrawal takes place after the refund deadline. Simply not attending a class is not a withdrawal. If a student does not withdraw from the class on Campus Connection, the student is responsible for the tuition charges.

Official Add/ Drop and Withdrawals

A course may only be officially added or dropped through the Campus Connection web registration site. Classes may not be added after the add/drop deadline. Classes may be dropped on Campus Connection until the sixth week of the semester. Thereafter, students who wish to drop a class must contact the Office of Student Affairs. For any course dropped after the add/drop deadline, a “WA,” for withdrawal will appear on the official DePaul transcript. The grade of "WA" does not affect a student's GPA. Students may not drop a class once the reading period and exams begin.

Pass/ Fail, Non-Classroom Credit Hours: 12 Credit Limit

The faculty has designated certain courses for pass/fail status. A student may not elect to take a course pass/fail that has not been so designated.

A JD student may earn a maximum of 12 credit hours for non-classroom courses, most of which are graded pass/fail. Courses that count toward the 12 credit non-classroom limit include: the Journal of Art, Technology and Intellectual Property Law Editorial Board; the Business & Commercial Law Journal Editorial Board; Field Placement; the Health Care Law Journal Editorial Board; the Law Review Editorial Board; The Journal Of Social Justice editorial board; The Journal of Sports Law and Contemporary Problems editorial board; National and International Moot Court Competitions; Guided Research; LARC TA’s and Independent Study. With the exception of Independent Study, all of the above courses are graded pass/fail.

Registration for the Field Placement Program

The Field Placement Program is designed to give upper-level students practical legal experience through an externship with a government agency, not-for-profit legal organization, member of the judiciary, private firm, or a corporation. Students first must complete 28 or more credits with a GPA of at least 2.00 to be eligible. Students may participate in a maximum of two one-semester field placements while in law school. Students earn either two or three credits per semester.

Associate Dean Howard Rubin is the Director of the Field Placement Program. To register, a student must submit an application to the Coordinator, Natalie Taylor. She then turns in a permission slip for registration for the approved students. LL.M. students should submit their permission slips to Virginia Knittle, the Assistant to Associate Dean. The registration must be completed by the end of the first week of classes. Additional information about the Field Placement Program is available on the College of Law web site and at the Field Placement Office (Room 312 Lewis Center).

Registration for Clinical Programs

Students desiring to take a Legal Clinic must obtain a registration permission slip from the supervising clinical professor and turn it in to Lorraine Schulz in the Office of Student Affairs. For more information, see the College of Law web site: Clinical Programs.

711 Licenses

Upon completing 52 credit hours, a student may obtain an Illinois Supreme Court Rule 711 License to practice law under the terms and conditions set forth in the Rule. Licenses are available only for students who perform legal services for government agencies or not-for-profit organizations.

A student may apply for the license at the end of the semester in which he or she completes the requisite
number of hours; however, the license cannot be processed until grades for those hours have been submitted, which occurs in mid-to-late June if the student completes the hours in the spring semester. A link to the Administrative Office of the Illinois Courts, which issues 711 licenses, is on the College of Law web site. Completed applications (including the supervising adviser's signature and the required photograph) should be turned in to Natasha Hatchett in the Office of Student Affairs. The application will be forwarded to the Administrative Office of the Illinois Courts, which issues the license and mails it to the student. Processing time is 3 -6 weeks.

Registration for Independent Study

Independent study permits a student to pursue an area of interest in-depth under the supervision of a full-time faculty member. To do an independent study, a student must have completed 28 credits and have a minimum 3.00 cumulative GPA. The student must make supervisory arrangements with a faculty member with expertise in the student’s area of interest. Independent study fulfills the JD advanced writing requirement.

An extensive research paper must be completed as part of an independent study. Independent study is a graded course for which three hours of credit are awarded. A student may enroll for a maximum of two independent studies during law school.

To register for an independent study, a student must obtain written approval from the supervising faculty member and the Assistant Dean for Student Affairs. Independent study forms are available on the College of Law web site. Completed forms should be turned in to the Office of Student Affairs.

LLM students interested in independent study should contact Gini Knittle, Assistant to the Associate Dean.

Registration for Guided Research

Students who wish to perform guided research must make supervisory arrangements with a faculty member. A student must have completed a minimum of 28 credit hours with a cumulative GPA of at least 2.0. A student may enroll in guided research for either one or two hours in a semester. Guided research does not fulfill the advanced writing requirement.

To register for guided research, a student must obtain written approval from the supervising faculty member and the Assistant Dean for Student Affairs. Guided research forms are available on the College of Law web site. Completed forms should be turned in to the Office of Student Affairs.

Auditing Classes

A JD or LLM student may audit a course only if the student registers to do so with the Office of Student Affairs. Audit requests must be filed by the following deadlines:

   Fall Semester: October 1
   Spring Semester: March 1
   Summer Semester: July 1

The following courses may not be audited: seminars, litigation skills, practice skills, clinics, externships, guided research, independent study and non-classroom pass/fail courses.

An auditor does not receive a grade in or credit for the course. Students may not convert from auditing to graded status or vice versa. A student who has audited a course may not thereafter take that course for credit. A person not enrolled as a student at the Law School may audit a course only with the permission of the Associate Dean.

To register to audit a course, JD students register for the class via Campus Connection and file a request form with Lorraine Schulz in the Office of Student Affairs. LLM and non-degree-seeking students must meet with Gini Knittle, Assistant to the Associate Dean.
Visiting at and Transferring Credits from Other Law Schools

Required Courses and Requirements to Visit Another Law School

Other than a summer study abroad visit at another law school, which is discouraged, a student will be permitted to receive credit for courses taken at another law school only if the student faces an unforeseen change of circumstances of an emergency nature that makes the student’s continued presence at DePaul an exceptional hardship. Such circumstances may include but are not limited to death or extreme illness in the student’s immediate family, which necessitates a move to another city in order to alleviate severe financial, medical or other such stress. A student must document his or her claim of extraordinary hardship to the Assistant Dean for Student Affairs. NOTE: Financial concerns or the need to accompany or join a spouse, without other significant factors, will not constitute an exceptional hardship; neither will a desire to work or study in another location constitute such a hardship.

In addition to demonstrating extraordinary hardship, a student who wishes to take courses at another law school must submit to the Assistant Dean for Student Affairs an academic release form requesting that a letter of good standing be sent to the other law school, copies of the course descriptions of the courses the student proposes to take and a copy of the other law school’s grading system. The form requesting a letter of good standing may be obtained from the Law School web site, www.law.depaul.edu. A $25 fee is charged for each letter of good standing. Credit for courses taken at another school will only be awarded if the school is American Bar Association accredited and permission has been granted before the student registers for the courses.

All required courses must be taken at DePaul. Students may not visit another law school in the semester before they graduate. A DePaul student who is permitted to visit at another law school must be enrolled full-time at the other law school and may not take any DePaul courses during the visit.

If a student wishes to receive DePaul loans to cover the tuition costs at the other law school, he or she must see an adviser in the Financial Aid Office. Scholarships will be canceled if the student is not enrolled at DePaul.

Once the student completes the course work at the other law school, the student must arrange to have an official transcript with final grades sent directly from the other law school to the Assistant Dean for Student Affairs. Credit will only be given for courses in which the student received a grade of C or higher. Grades from courses at other law schools will not be computed in the student's DePaul GPA, except for determining honors when the student graduates. A student may not take a course at another law school on a pass/fail basis.

Courses taken at another university or college that are not part of a regularly accredited law school curriculum will not be applied toward a law degree.

Study Abroad Programs Other Than DePaul Programs

Enrolling in a summer abroad program offered by a school other than DePaul is strongly discouraged. A student must have a minimum GPA of 2.50 to attend a summer abroad program sponsored by another law school.

If a student wishes to attend a program sponsored by another law school, Associate Dean Greenberger must approve the request. The student must submit a cover letter to the Associate Dean requesting permission to study abroad, together with copies of the course descriptions of the courses the student proposes to take and the number of credits each course is worth. The cover letter must explain why the student’s goals cannot be attained by studying in one of the DePaul programs. Differences in curricula or locales between the programs offered by DePaul and those of other schools will not, without more, justify participation in another school’s program.

If Dean Greenberger approves the request, the student must request a letter of good standing from the Assistant Dean for Student Affairs from the College of Law web site. The student will pay a nonrefundable $25 fee for each letter of good standing.

If a student's application for summer abroad at another institution is approved, the Financial Aid Office may be contacted to arrange a consortium agreement between DePaul and the other law school. Once a consortium agreement is entered into, loan funds granted by DePaul may be used to pay tuition charges for the summer abroad program.

After a student completes the program, he or she must order an official transcript from the other American law school (not the foreign school) and have it sent directly to the Assistant Dean for Student Affairs. The Assistant Dean will forward the transcript to the University Student Records Office so that the credits will be entered on the student’s transcript.

A maximum of seven credits may be earned during a summer program sponsored by another law school. Credits will only be awarded if the program is approved by the American Bar Association. Grades earned in another law school’s summer abroad program do not count toward a student’s DePaul GPA and do not satisfy
Grading System, Awards and Academic Records

Grading Scale

Grades can be viewed online via Campus Connection. Grades are assigned in accordance with the following definitions. A plus or minus grade represents a slight variance from the indicated definition.

Once a grade is assigned, university policy prohibits faculty from changing the grade unless the professor made a clerical error when calculating it. Removal of an incomplete grade in accordance with University policy is an exception to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student's final grade. They may not conduct a substantive reevaluation of the student's exam or coursework.

The College of Law awards the following grades:

A: The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.
B: The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.
C: The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.
D: The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner.
F: The instructor judged the student NOT to have accomplished the stated objectives of the course.
FX: Student stopped academic activity, was absent excessively, or failed to withdraw while registered. The FX will be factored into a student's GPA in the same way an F would be.
AU: Audit status; course does not earn credit.
M: Final grade not submitted by instructor.
PA: Passing achievement in a pass/fail course. (Grades A through D represent passing performance).
IN: Incomplete. Temporary grade indicating that, following a request by the student, the Assistant Dean for Student Affairs and the instructor have given permission for the student to receive an incomplete grade. In order to qualify, the student must have (a) a satisfactory record in the work already completed for the course and (b) encountered unusual or unforeseen circumstances, which prevent him or her from completing the course requirements before the end of the term.
W: Withdrawal from the course instituted by the student after the last day to drop with a refund and before the final withdrawal deadline.
WA: Withdrawal from the course initiated by an administrator at the student's request, usually outside of established deadlines. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support.

Grade Point Values

A: 4 times the number of credit hours assigned to the course
A-: 3.7 times the number of credit hours assigned to the course
B+: 3.3 times the number of credit hours assigned to the course
Grade Curve

Grade Curve for First-Year and Upper-Level Classes with 50 or More Students

The College of Law faculty adopted the following mandatory grade curve that applies to all first-year courses and upper-level classes with 50 or more students:

- **A** 12%-17%
- **A- and/or B+** 20%-30%
- **B** 20%-30%
- **B- and/or C+** 20%-30%
- **C or below** 10%-15%

In addition, the mean or average for all DePaul students in any course subject to this grade curve must be between 2.95 and 3.15. All LARC sections taught by the same instructor during the semester are aggregated into one course for purposes of this curve.

Upper-Level Grade Curve: Classes with 21 - 49 Students

The mean or average for all DePaul students in any upper-level course with an enrollment between 21 and 49 students, including LARC III, must be between 2.95 and 3.15.

Upper-Level Classes with 20 or Fewer Students

No mandatory curve applies to courses with enrollments of 20 or fewer students. However, any instructor submitting grades for DePaul students more than half of which are grades of A shall provide the Associate Dean with a brief explanation of the methodology that lead to this result.

Computation of GPA

GPAs are computed by dividing the total number of grade points earned by the total number of graded credit hours. Graded credit hours do not include courses graded WA, W, P, IN, M, R or AU, but do include courses graded F or FX.

Grade of W or WA (Withdraw)

If a student withdraws from a course before the tuition refund deadline announced in the academic calendar, no record of the withdrawal will appear on his or her transcript. However, if a student drops a class after the tuition refund deadline, the grade of W will appear on the transcript. A withdrawal has no effect on a student's GPA. If the student requests to be withdrawn after the online deadline passes, the student will receive a grade of WA (administrative withdrawal).

Grade of FX

The College of Law requires regular and punctual class attendance and proper class preparation. Irregular class attendance or inadequate preparation may result in a student being involuntarily withdrawn from the class. Students who are involuntarily withdrawn receive a grade of FX. Students who register for a class, do not complete the coursework or exam, and do not drop the class prior to the last regularly scheduled day of class also receive a grade of FX.
Grade of IN (Incomplete)

The grade of Incomplete (IN) is assigned when a student has been excused from taking the final examination on good cause shown or, with permission, has failed to complete all of the required coursework. To receive an incomplete, a student must receive written permission from the professor and the Assistant Dean for Student Affairs. All course work must be completed by the end of the following semester or the student will receive a permanent failing grade (F).

Pass/ Fail

Pass/Fail rules are described in Non-Classroom Credit Hours: 12-Credit Limit. Only designated courses may be taken pass/fail. Students may NOT elect to take graded courses pass/fail.

Repeat Policy

A student who receives a grade of F or FX may not retake a course to try to improve a grade. However, all JD students must pass Legal Profession in order to obtain their degree. Courses may not be repeated in order to obtain a higher grade.

Anonymous Grading

For most courses, the Law School uses an anonymous grading system. Students receive an anonymous number each semester. **Students Must Insure That Their E-Mail Addresses On Campus Connection Are Correct Or They Will Not Receive An Anonymous Exam Number.**

Disclosure of Grades

Once the University processes final course grades, students may obtain their final grades on Campus Connection. Grades will not be disclosed over the telephone or by email. Students must give written consent for grades to be disclosed to third parties.

Official and unofficial transcripts with grades and grade point averages are available on the University Campus Connection web site or from the University Student Records Office. For further information, go to Campus Connection or to http://sr.depaul.edu.

Grades also appear on Degree Progress Reports, available on the Campus Connection web site. A degree progress report charts the student's progress toward his or her degree.

Determination of Grades

Grades are determined solely on the basis of the academic performance of each student according to criteria established by the course instructor. During the first week of class, the instructor will advise the students of the factors that will be considered in determining the final grade (e.g., examinations, papers, class participation, attendance, etc.). The evaluation of academic performance is subject to the professional judgment and discretion of the instructor.

Once final grades are submitted to the Office of Student Affairs, they may be changed only in the event of a clerical or computational error. Grades cannot be changed because of a reassessment of an examination or course work or the submission of extra work.

Grade Challenges

For the complete grade challenge rules, go to http://www.depaul.edu > Graduate Student Handbook > Graduate Academic Policies. Students should understand that grade challenges are very rarely granted. Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

Deadlines to file a grade challenge:

- Fall semester grade: March 1 of the following spring semester
- Summer/spring semester grade: October 1 of the following fall semester

A student may appeal a grade only in unusual circumstances and only if a student establishes the following:
1. The methods or criteria for evaluating academic performance (provided in writing in the syllabus at the beginning of the course) were not actually applied in determining the grade; or
2. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance; or
3. The instructor applied predetermined criteria unfairly including, but not be limited to:
   1. The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers;
   2. Predetermined criteria were not explained at the beginning of the semester;
   3. The instructor unreasonably ignored the General Policies on Grading as described in the DePaul University Student Handbook or the guidelines for dealing with plagiarism as stated in the current Faculty Handbook.

Before filing a grade challenge, a student must first meet with the professor to discuss the grade. To initiate a challenge, the student must file five copies of a cover letter, petition and any supporting documents with the Assistant Dean for Student Affairs.

Academic records are locked upon degree conferral. Under no circumstances will changes be made to the academic record after a degree is conferred. Dismissed students may not file a grade challenge.

**Class Ranks**

JD students who have completed at least one semester at the College of Law are ranked by cumulative GPA. LLM students are not ranked. Students who transfer to DePaul are ranked once they receive DePaul grades. Transfer credits are not used to determine class ranks but are used to determine honors at graduation. Class ranks are posted in February and July on the College of Law web site.

Ranks are listed by percentile, in five percent increments, through the 50th percentile. The lower half of the class is ranked by quartile. Full-time and part-time students are ranked separately. Once released, class ranks are not affected by any subsequent grade changes or withdrawals. Numeric class ranks are not available.

In communicating with prospective employers or otherwise, a student must report his or her class rank precisely as listed on the Law School web site. Students may not round off their grade point averages to achieve a higher rank.

To verify a class rank, a student should order an unofficial transcript or official transcript from from Campus Connection, www.depaul.edu, or from the University Student Records Office, http://sr.depaul.edu. Students then should compare their cumulative GPA to the percentage class ranks on the Law School web site, law.depaul.edu. If an employer requests verification of class rank, the student should give the employer the unofficial or official transcript and a copy of the ranks from the Law School web site or refer the employer to the web site.

**Dean's List**

Students who rank in the upper 25 percent of their class based on one semester's grades qualify for the Dean's List. Dean's List notes appear on unofficial and official transcripts, available on Campus Connection.

To qualify for the Dean's List, a full-time student must be registered for at least twelve graded credits. A part-time student must be registered for at least nine graded credits. Once released, the Dean's List is not affected by any subsequent grade changes or withdrawals.

**JD Classifications for Class Ranks and the Dean's List**

For purposes of determining class ranks and the Dean's list, JD students are classified by the number of credit hours they have earned, including courses graded pass/fail:

**Full-Time**
- First-Year = 28 or fewer earned credit hours
- Second-Year = 29 to 59 earned credit hours
- Third-Year = 60 or more earned credit hours

**Part-Time**
- First-Year = 21 or fewer earned credit hours
- Second-Year = 22 to 43 earned credit hours
- Third-Year = 44 to 67 earned credit hours
- Fourth-Year = 68 or more earned credit hours

**CALI Excellence for the Future Award**

An outside company, Computer Assisted Legal Instruction (CALI), provides an award to the student who
receives the highest grade in each course. The award winners receive a certificate from CALI. CALI recipients may confirm their awards on http://www2.cali.org.

Official Transcripts

Students may request an official transcript of their Law School record by submitting a Transcript Request Form to the University Student Records Office, http://sr.depaul.edu or through Campus Connection > For Students > Records & Registration. Students cannot order transcripts for pickup at the Student Records Office. Student Records is the ONLY office that can issue transcripts. The College of Law cannot issue transcripts.

Students may choose electronic or mail delivery of transcripts. Transcripts may be sent either to the student or to a third party. Students may order up to 10 free transcripts per year. Express delivery is available for an extra fee.

Electronic Delivery: The official transcript can be sent to a third party recipient if the student specifies an email address. It is certified as official and is in PDF. If printed, it becomes unofficial.

Mail delivery: The official transcript becomes unofficial if the students makes a photocopy of the original.

Unofficial Transcripts: Unlimited copies may be made. No fee is charged. Most employers will accept an unofficial transcript in the initial stages of interviewing. Before making an offer, an employer may request an official transcript.

Examinations

General Information about Examinations

The method of evaluation of student performance in a course lies solely within the discretion of the instructor. In many courses, a student's grade is based primarily on one written examination given at the conclusion of the course. Some instructors also give a midterm examination or assign papers.

Fall examinations are in December of each year.
Spring examinations are in May of each year.
Summer examinations are in July of each year.

Anonymous Examination Numbers

Each student is randomly assigned an anonymous exam number each semester, and most exams are grade anonymously. Generally, upper-level seminars and skills courses are not anonymously graded.

The Assistant Dean for Student Affairs sends students their anonymous exam numbers by email each semester. STUDENTS MUST INSURE THAT THEIR E-MAIL ADDRESS IS CORRECT ON CAMPUS CONNECTION, OR THEY WILL NOT RECEIVE AN ANONYMOUS EXAM NUMBER.

A student must identify herself or himself only by assigned anonymous examination number. A student must not identify himself or herself by name, student identification number or any other designation or symbol anywhere on the examination questions or answers. A student should not disclose the examination number to the instructor, either directly or indirectly, until the instructor has submitted the final grades for the course. Failure to comply with these provisions may be a violation of the Honor Code.

Exam Schedule and Conflicts

The final examination schedule is published with the class schedule prior to registration each semester. Students should select their courses to avoid exam conflicts.

All students must take their examinations at the scheduled time. If two sections of a course are offered, students must take the exam at the time scheduled for the section in which they are enrolled.

Final exams will be rescheduled only in extraordinary circumstances. Exams will not be rescheduled because of
Wild Card Examinations

Under certain limited circumstances, students may shift one examination to a different day. This policy is known as the “Wild Card” option.

Eligibility

If a student has two in-class exams scheduled on the same day or on two consecutive days, the student may designate one of the exams as a wild card exam. The student must take the rescheduled exam within two weekdays of the original exam date. Options for wild card dates are listed on the law school web site. Wild card exams are scheduled from 10:00 a.m. to 1:00 p.m. on days that do not have first-year exams.

Students may only request one wild card exam per semester. Students must register for a wild card no later than the sixth week of classes. First-year students are not permitted to use wild cards. Wild cards are not available in the summer.

The wild card option does not apply to take-home exams unless the take-home exam is both distributed and due on the same date as an in-class exam. Wild card exams may not be typed.

Deadline to file for wild card:
Fall Semester: October 1
Spring Semester: March 1
Summer Semester and First-Year Exams: Wild cards are not available.

Missing an Examination

Students are expected to take examinations when scheduled, even though ill or inconvenienced. However, in the event of serious illness or for other extraordinary or compelling cause beyond a student’s control, the Assistant Dean for Student Affairs or the dean on duty may excuse a student from taking the exam at its scheduled time. Students will not be excused from an examination for job-related reasons, weddings, travel, graduations, vacations or for other personal reasons. Students are expected to adjust their outside commitments to conform to the law school examination schedule.

A student who must miss an exam must notify the Assistant Dean for Student Affairs at the earliest possible time. If prior notice is not possible, the student must contact the Assistant Dean as soon as the inability to take the exam becomes manifest. If a student does not notify the Assistant Dean at the first available opportunity, the student will receive a failing grade. To protect the anonymity of grading, students should never contact their professor if they need to reschedule an examination.

A student who is more than ten minutes late for an exam will not be permitted to take it unless authorized by the Assistant Dean for Student Affairs. A student who is less than ten minutes late may take the exam but will not be allotted additional time and may not type his or her exam.

Make-up Examinations

When a student is excused from an exam, the student must take the exam on the next scheduled exam day.

Student Conduct During Examinations

Student conduct during examinations is subject to the DePaul University College of Law Honor Code, which is set forth in §XIII of this Handbook. Cell phones, palm pilots, I-Pods, and pagers are not permitted in the exam room.

Examination Typing Option Using ExamSoft’s SofTest

The College of Law offers students the opportunity to take examinations on their own laptops using ExamSoft’s SofTest program. SofTest can be used on virtually any modern computer (i.e. purchased within the last 3-4 years).

Professors must opt-in for students to use SofTest. A list of courses available for SofTest is published on the law school SofTest web site each semester. Instructions are on http://examsoft.com/depaullaw.

Specific system requirements are noted below:
**PC Requirements**

- CPU = 1 GHz Pentium III or Industry Equivalent
- RAM = 1 GB
- Drives = 50 MB of free space
- Operating System = English 32-bit Versions of Windows XP, 32-bit and 64 bit Versions of Windows Vista or Windows 7. SofTest may not be used in virtual operating systems.
- Software = Internet Browser
- Internet Access for SofTest Installation, Exam Download and Upload
- Screen resolution must be 1024x768 or higher.

It is not possible to take secure exams through a virtual operating system such as Microsoft’s Virtual Machine, Parallels or VMware, VMware Fusion or any other virtual operating system environment. Although SofTest can be installed and registered on virtual platforms, it will only be enabled for non-secure Practice Exams.

**Mac Requirements**

- CPU = Intel processor
- RAM = 512 MB
- Drives = 50 MB or higher of free space
- Operating System = MAC OS X 10.5.08 or higher (Leopard or Snow Leopard)
- Software = Internet connection for downloading/uploading exams

**Exam Administration**

During all examinations, books, notes, cell phones, palm pilots, i-Pods, outlines, backpacks, briefcases, and other materials must be placed in the back of the room. For SofTest exams, the proctor will announce the start time and write the exam password on the board. SofTest will automatically shut down after the allotted time. For bluebook and scantron exams, the test proctor will advise the students of the time at which the exam will end and will write the ending time on the blackboard. When time has expired, the proctor will announce that the exam is over. Students must stop writing immediately and turn in their examinations. Failure to stop writing immediately is a violation of the Honor Code. Students are not permitted to leave their seats for any reason during the last half hour of an exam.

**Examination Accommodations**

Students who need to request accommodations on the basis of a disability should review Section IX of this Handbook.

Exam accommodations are not offered based upon a lack of proficiency in English.

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**Students with Disabilities**

**General Information**

A student with a disability who needs to request accommodation should contact the College of Law Assistant Dean for Student Affairs as soon as the student enrolls in the autumn semester. Documentation of the disability is required as set forth below. Students who require exam accommodations must submit a written request to the Assistant Dean at least one month prior to the examination. The Assistant Dean will work as a liaison between the student and professors to provide accommodations.

**The Center for Students with Disabilities**

Services for students with disabilities are provided by the University Center for Students with Disabilities. To benefit from services, law students must register with this office before the beginning of each semester. Students must have been tested by a recognize specialist within the last three years prior to starting law school. The DePaul office also provides testing at a cost. If a student is approved and the disability is verified, the Center can
Verification of Physical Disability

A student with a non-obvious physical disability must provide professional verification of the disability by a licensed physician, psychologist, audiologist, speech pathologist, rehabilitation counselor, physical therapist, occupational therapist or other professional health care provider who is qualified in the diagnosis of the disability. The verification must reflect the student’s present level of functioning with respect to the major life activity affected by the disability. The cost of obtaining the professional verification is the responsibility of the student.

If the initial verification is incomplete or inadequate to determine the present extent of the disability and appropriate accommodations, the College of Law may require supplemental assessment. The cost of the supplemental assessment shall be borne by the student.

Verification of Learning Disability

A student with a learning disability must provide professional testing and evaluation results prepared within the last three years which reflect his or her present level of processing information and present achievement level. The cost of obtaining the professional verification is the responsibility of the student. Students are advised that, when they apply for admission to the Bar, their tests for accommodations must be performed within three years prior to the time they apply to the Bar.

The four criteria necessary to establish a student’s eligibility for learning disability adjustments or accommodations are:

1. Average or above-average intelligence as measured by a standardized intelligence test which includes assessment of verbal and non-verbal abilities;
2. The presence of a cognitive-achievement discrepancy or an intra-cognitive discrepancy indicated by a score on a standardized test of achievement, which is 1.5 standard deviations or more below the level corresponding to a student’s sub-scale or full-scale IQ;
3. The presence of disorders in cognitive or sensory processing, such as those related to memory, language or attention; and
4. An absence of other primary causal factors leading to achievement below expectations such as visual or auditory disabilities, emotional or behavioral disorders, a lack of opportunity to learn due to cultural or socio-economic circumstances or deficiencies in intellectual ability.

Documentation to verify the learning disability must:

1. Be prepared within the last three years by a professional qualified to diagnose a learning disability including, but not limited to, a licensed physician, learning disability specialist or psychologist;
2. Include the testing procedures followed, the instruments used to assess the disability, the test results and a written interpretation of the test results by the professional;
3. Reflect the individual’s present level of functioning in the achievement areas of reading comprehension, reading rate, written expression, writing mechanisms and vocabulary, writing, grammar and spelling; and
4. Reflect the individual’s present level of functioning in the areas of intelligence and processing skills.

The assessment must provide data that support the request for an academic adjustment. In the event that a student requests an academic adjustment or accommodation that is not supported by the data in the assessment, or if the initial verification is incomplete or inadequate to determine the extent of the disability, then it is incumbent upon the student to obtain supplemental testing or assessment at the student’s expense.

Verification of a Temporary Disability

A student who seeks accommodation on the basis of a temporary disability must provide documentation to the Assistant Dean for Student Affairs to verify the nature of the condition, stating its expected duration and describing the accommodations deemed necessary. Such verification must be provided by a professional health care provider who is qualified in the diagnosis of such conditions. The assessment or verification of disability must reflect the student’s current level of disability and shall be no older than 60 days. The cost of obtaining the professional verification shall be borne by the student.

If the initial verification is incomplete or inadequate to determine the extent of the disability and appropriate accommodations, the College of Law shall have the discretion to require a supplemental assessment. The cost of the supplemental assessment shall be borne by the student.
Withdrawal from and Re-entry to the Law School

Withdrawal or Transfer From the Law School While in Good Standing
To withdraw or transfer from the Law School in good standing (either during or between semesters), a student first must file a withdrawal request online on the University Campus Connection web site. In addition, the student must submit a letter or email to the Assistant Dean for Student Affairs to request a withdrawal. If the student seeks to withdraw during a semester, the student must see Lorraine Schulz in the Office of Student Affairs to drop all courses for which he or she is registered.

In the event that a student withdraws from the Law School before the end of his or her first semester, the student will be deemed a new applicant in the event that he or she wishes to return and will be required to comply with all the steps and procedures required of all new applicants to the Law School.

Withdrawal From the Law School While Not in Good Standing
A student may withdraw while not in good standing if the student submits a withdrawal request online to the University Campus Connection web site. However, if the student withdraws from classes while not in good standing, the student will be dismissed for academic deficiencies at the end of the academic year. If the student thereafter desires to return to the Law School, he or she must follow the readmission procedures.

Leaves of Absence and Reentry
A student must complete at least one semester in good standing in order to be eligible for a leave of absence. A leave of absence may last a maximum of two academic semesters. (A summer session is not considered an academic semester for this purpose.) To obtain a leave of absence, a student first must file a leave of absence request on the University Campus Connection web site. The student also must notify the Assistant Dean in writing when he or she intends to return.

If a student has been absent for more than two semesters, the student may re-enter only with the approval of the Admissions Committee and must comply with all the steps and procedures required of all new applicants to the Law School.

GPA Requirements, Academic Dismissal and Readmission after Academic Dismissal

Definition of In Good Standing
To be considered in good standing, a JD student must have a cumulative GPA of 2.0 at the end of each academic year at the end of the spring semester; an LLM student must have a cumulative GPA of 2.5 over three semesters.

Effect of Summer Session Grades on First Academic Year
Grades received in the summer session are not included in a student’s GPA for the prior academic year.

Dismissal From the Law School
College of Law students who are not in good standing are dismissed effective at the end of the academic year. However, formal dismissal letters typically are not issued until final grades are processed in June.

Students whose grade point averages are 2.2 or below after the fall semester are advised to meet with the Assistant Dean of Student Affairs to discuss their performance. They also may not register for the following summer session.
Readmission

Academic dismissals from the College of Law are typically final. However, under limited circumstances, students may seek readmission to the College of Law by filing a petition with the Readmissions Committee. The Readmissions Committee consists of five faculty members appointed by the Dean. All decisions by the Committee are final and are not subject to appeal.

Students seeking to be readmitted must submit a petition describing how they satisfy the readmissions criteria described below. Seven copies of the petition and supporting documentation must be submitted to the Office of the Assistant Dean for Student Affairs. Students should include all documentation they feel may be of assistance to the Committee.

A student dismissed at the end of the first year may not resume classes until passage of at least one calendar year after a dismissal. Students dismissed at the end of their first academic year cannot file a petition until January 15 of the year following their dismissal. Students dismissed at the end of the first academic year must file the readmission petition by March 1 of the year following their dismissal.

JD students dismissed after the second, third or fourth year may apply for readmission after they receive a dismissal letter.

Readmission Criteria

The Readmissions Committee applies the following criteria in passing on a petition for readmission:

1. The applicant's academic failure must have been caused by unforeseeable and uncontrollable circumstances with which the applicant could not reasonably cope. The applicant has the obligation to submit independent documentation verifying such circumstances.
2. Unless unreasonable to do so under the circumstances, the applicant must have promptly brought such unforeseeable circumstances to the attention of the appropriate College of Law officials.
3. In the Committee's judgment, the applicant can successfully perform in the College of Law if readmitted.
4. Except in extraordinary circumstances, all of the first three requirements must be satisfied. The conditions upon which readmission is predicated are individually determined.

Interviews with the Readmissions Committee

A first-time applicant for readmission may request a personal interview with the Readmissions Committee. Second-time applicants are not given an interview.

Readmissions Committee Meetings

The Readmissions Committee meets twice during the academic year. For students dismissed after their second, third or fourth year, the Committee will meet shortly before the beginning of the fall semester. For students dismissed after their first year, the Committee will meet towards the end of the spring semester of the year following dismissal to consider petitions for the following fall semester.

Limits on the Number of Readmissions Petitions

A student may not apply for readmission more than twice, irrespective of the Committee's decision. A student must apply for readmission within two years of the dismissal date.

Students Enrolled In Summer Session Before Notice of Dismissal

A student who is dismissed at the end of the first year and who is enrolled in a summer course will be withdrawn from the summer course. Tuition will not be refunded.

An upper-level student who is dismissed while enrolled in a summer course may either withdraw from the course (without a refund) or may finish the summer class. Should the student elect to remain in the class, credit will not be given unless the student's petition for readmission is granted.

American Bar Association Standard 505 and Readmissions

The American Bar Association Standard 505 applies to all ABA-accredited law schools, including DePaul University College of Law. The standard states:

A law school may admit or readmit a student who has been disqualified previously for academic reasons upon an affirmative showing that the student possesses the requisite ability and that the prior disqualification does not indicate a lack of capacity to complete the course of study at the admitting school. In the case of an admission to another law school, this showing shall normally be made by letters from the disqualifying school or, if two or more years have elapsed since that disqualification, by the nature of interim work, activity, or studies indicating a
stronger potential for law study. For every admission or readmission of a previously disqualified individual, a statement of the considerations that led to the decision shall be placed in the admittee's file.

Honor Code

Presumption of Knowledge of the Code

All students are conclusively presumed to know the provisions of the Honor Code. Lack of familiarity with the Code shall not constitute a defense to an alleged violation.

Standard of Responsibility

A student is responsible for an act or omission deemed to be a violation of this Code if the student knew or should have known that there was a high probability that the act or omission would be found to be a violation of this Code.

Unprofessional Conduct

A student violates this Code if the student engages in any conduct related to the student's academic career that is inconsistent with the standards of honesty expected of a member of the legal profession, as defined by the American Bar Association's Model Rules of Professional Conduct. Such conduct includes, but is not limited, to the following:

Application for Admission

It shall be a violation of the Code for any student to fail to disclose, or to make a false statement of, a material fact on his or her law school application. A fact is material if it would reasonably have been considered as a factor in the decision whether to admit the student. It shall also be a violation of the Code for a student to fail to update and amend his or her law school application to disclose material facts that arise from the date he or she applies to the College of Law through matriculation and graduation. The obligation of truthfulness and accuracy is a continuing obligation and extends beyond the filing of any application.

Examinations

With respect to examinations, students shall be presumed to know all applicable exam rules and it shall be a violation of this Code to do or attempt to do any of the following:

1. Obtain or receive unauthorized information concerning the content of an examination prior to the examination;
2. Seek or voluntarily receive unauthorized aid in any manner from any source with respect to any examination;
3. Bring into an examination room any unauthorized materials;
4. Give to another student solicited or unsolicited unauthorized aid on an examination;
5. Fail to comply strictly with designated time limits of an examination;
6. Use a false excuse to avoid taking an examination at its scheduled time;
7. Identify himself or herself on a exam that is graded anonymously; or
8. Engage any person to take an examination in the place of oneself or to take an examination for another.

Required Course Work, Assignments, and Other Academic Exercises

With respect to any work done in conjunction with and/or required by any course for academic credit, including Independent Study, Guided Research, Legal Writing, seminars, or any other academic exercise, the student shall be presumed to know all applicable rules governing an assignment and it shall be a violation of this Code to do any of the following:

1. Engage in any act prohibited by the instructions governing an assignment;
2. Submit as one's own, and without appropriate citation, writings or ideas of another, including those
prepared by another student;
3. Submit for credit work not originally prepared for the course for which it is submitted, without explicit permission of the instructor of the course obtained after the instructor has been advised of the origins of the work.

"Academic exercise" refers to any work constituting a basis upon which a student will be evaluated to earn credit or other Law School honors including, but not limited to, examinations, research papers (including topic proposals, outlines, and drafts), other writing assignments, oral presentations, work done for credit in clinical programs or on law journals and work performed in any moot court or other competition sponsored or conducted by the College of Law.

**Plagiarism**

The University Code of Student Responsibility defines plagiarism as a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to, the following:

1. The direct copying of any material, computer files, recordings, video programs or musical scores, in whole or in part, whether published or unpublished, without proper acknowledgement that it is someone else's;
2. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement;
3. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased or acquired from another person or entity;
4. The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College of Law from taking further punitive action under the Honor Code.

**Theft and Unauthorized Use of Property**

It shall be a violation of this Code to do any of the following:

1. Damage, hide or otherwise exert unauthorized control over any library property or class-related materials including, but not limited to, all DePaul University library materials;
2. Damage, hide or otherwise exert unauthorized control over property belonging to another student, a faculty member or a student organization; or
3. Use for unauthorized purposes University equipment or services including, but not limited to, photocopying machines, mailroom facilities and computer research or word processing equipment.

**Conduct Relating to Career Services**

With respect to students seeking employment, whether permanent, part-time or as an extern, it shall be a violation of this Code to do any of the following:

1. Furnish to any person information known to be false which is related to the student's academic record or which concerns activities related to the Law School; or
2. Misrepresent another student's academic record or otherwise make comment known to be false about another interviewee to any prospective employer.

**Obstruction of Honor Code Proceedings**

With respect to any proceeding before the Academic Integrity Hearing Board, it shall be a violation of this Code to do any of the following:

1. Testify falsely;
2. Fail without just cause to appear at any hearing pursuant to a request issued by the Board;
3. Give false information to the presenter; or
4. Harass any person who provides information or testimony pertaining to a violation of this Code or who participates in the enforcement of this Code.

**Failure to Report Violations**

It shall be a violation of this Code for a student to fail to report any suspected violation of this Code where such student has reasonable grounds to believe that such a violation has occurred.

**Procedures for Dealing with Allegations of Honor Code Violations**
The procedures of the Honor Code shall be the sole means for dealing with allegations of violations as described in the Honor Code of DePaul University College of Law.

If a student is the subject of a pending Honor Code proceeding, that student shall not be granted a degree. Every reasonable attempt shall be made to expedite proceedings in the case of a student who has applied to graduate.

**Procedures for Obtaining Information**

**Non-Examination Violations**

Persons, other than examination proctors, who have information about a possible Honor Code violation of any kind by a law student shall, as soon as possible, notify the Office of the Dean and the Assistant Dean for Student Affairs in writing of the facts and circumstances. If the person possesses any materials that may become exhibits, the person should give those materials to the Dean and the Office of the Assistant Dean.

**Examination Violations**

1. **Procedures During Examinations**
   
   If an examination proctor witnesses conduct which the proctor believes to be a violation of the exam rules, the proctor shall immediately verbally notify a dean, exam coordinator, the professor of that class or the professor’s delegate. Once the proctor provides verbal notice of an alleged violation, the dean, professor or professor’s delegate may confiscate any improper materials and advise the student to discontinue talking or otherwise continue violating exam rules. Confiscated materials shall be transferred to the Office of the Assistant Dean for Student Affairs. Students who allegedly violate exam rules shall be permitted to finish the exam during the allocated time.

2. **Procedures After the Examination**
   
   As soon as possible after the proctor gives verbal notice to a dean, exam coordinator, professor or professor’s delegate, the proctor shall, in a signed report, describe the alleged violation. The report should include a physical description of the student or students alleged to be involved in the violation and of the acts that constitute the violation. If possible, the student’s anonymous number shall be given as soon as possible after the exam to one of the deans of the Law School. When a professor, the professor’s delegate or a dean is informed of the alleged violation, that person shall notify the Office of the Assistant Dean for Student Affairs forthwith in writing.

**Panel of Presenters**

**Term of Office**

For each academic year, the Dean of the Law School shall appoint, with the ratification by the faculty, a panel of three Presenters chosen from the full-time faculty.

**Appointments**

When the Dean receives notice of an alleged violation, the Dean shall appoint one member of the Panel of Presenters to investigate the alleged violation and, if necessary, present the matter to the Academic Integrity Hearing Board at the close of the presenter’s investigation. If the Dean determines that no one on the Panel is available to complete the investigation within a reasonable period of time, the Dean may appoint a substitute Presenter from the full-time faculty.

**Frivolous Matters**

If, after receiving the matter, the Presenter believes that the alleged violation is frivolous on its face, then the Presenter, with the agreement of one of the other Presenters, shall dismiss the matter. After a matter is dismissed as frivolous, all documents relating to the alleged violation shall be destroyed and no reference to the alleged violation shall be maintained in the student's file.

**Notice to Student Before Investigation**

If the Presenter determines that the alleged violation is not frivolous on its face, the Presenter shall send notice by certified mail to the student against whom a violation has been alleged. The notice shall be sent to the address last indicated in the student's file. Notification shall consist of a brief statement of the events and acts alleged to constitute a violation, but shall not include the identity of the student's accuser.

**Investigation**

After notice is given to the student, the Presenter may proceed with an investigation and may contact any person
who may have information about the alleged violation. The Presenter may individually interview persons whom the Presenter believes have information relevant to the matter. The Presenter shall preserve the confidentiality of all information given by persons who provide it. The Presenter ordinarily shall complete the investigation within 30 days.

**Student Representatives**

At any point after the student receives notice, the student shall have the right to be represented by any person the student chooses, at the student's expense. Students are encouraged to choose counsel who are not members of the College of Law faculty, but may select the representative of their choice.

**Written Statement and Interview**

During the investigation and after notice to the student, the student has the option of providing a written statement of his or her version of the alleged incident. The Presenter has the option to interview the student if the Presenter determines that an interview would aid the proceeding.

**Dismissal**

If, after investigation and with the approval of one of the other Presenters, the Presenter decides not to proceed, either because the charges are deemed unwarranted or because there is insufficient evidence to substantiate the alleged violation, then the Presenter may dismiss the charge. The Presenter shall notify the student of the dismissal by certified mail.

**Negotiated Findings and Penalties**

If the student admits the violation, the Presenter may recommend a negotiated finding and penalty in writing and by oral presentation to the Academic Integrity Hearing Board. The student and the student’s representative may appear before the Board at that time. The Board shall either ratify or reject the finding and penalty in writing. The Presenter shall notify the student of the Board’s decision by certified mail. The Presenter shall submit a written report to the Dean that summarizes the charge, the negotiated finding of a violation, the negotiated penalty and the Hearing Board’s written decision. The record shall become a permanent part of the student’s file and shall appear on the official transcript as an “academic integrity violation.”

**Request for a Hearing**

If the case is not dismissed, nor a finding and penalty negotiated and ratified by the Board then, upon the Presenter’s written request, the Academic Integrity Hearing Board, within a reasonable time, shall hold a hearing to consider the alleged violation. In the absence of extenuating circumstances, this period shall not exceed 60 days from the date of the Presenter's request.

**Academic Integrity Hearing Board**

**Appointments**

The Academic Integrity Hearing Board shall consist of two faculty members, chosen by the Dean from the full-time faculty and subsequently ratified by the faculty, and three students appointed by the governing board of the Student Bar Association. Members of the Panel of Presenters for a given year shall not be eligible to serve on the Hearing Board.

**Term of Office**

If possible, faculty members shall serve for at least a two-year period so that one faculty member of the Board will have served in the previous school year.

**Quorum**

The Hearing Board shall not proceed unless all five members are present. If it appears that the Board will not be able to meet within a reasonable time, the Dean shall appoint substitute members. If it is necessary to appoint a substitute student member, the Dean shall do so after consultation with one or more officers of the Student Bar Association, unless such consultation would unreasonably delay the proceedings.

**Hearing Procedures**

The hearing shall proceed as follows:

1. **Chairperson.** The Hearing Board shall elect a chairperson who shall preside over the hearing and who shall rule on the relevance of information presented.
2. Notice of Witnesses and Exhibits. Within a reasonable time prior to the hearing, but not later than five days before the hearing is scheduled to begin, the Presenter shall submit to the student alleged to have committed a violation, or the student’s representative, a list of the names of witnesses who will testify at the hearing and copies of any exhibits to be introduced at the hearing. However, if the Presenter receives any additional information thereafter, the information may be used at the hearing after reasonable notice to the student or the student’s representative.

3. Relevance Requirement. Except for the relevance requirement, the rules of evidence, including, but not limited to, the hearsay rule, need not be applied. Information relevant to prove or disprove the alleged violation and to mitigate a sanction shall be admissible.

4. Standard of Proof. The standard of proof shall be clear and convincing evidence.

5. Oath. An oath shall be administered to all persons who testify at the hearing.

6. Closed Hearings. The hearing shall be closed, and no information regarding the hearing shall be released until final resolution.

7. Student Testimony. The Presenter may call the student to testify and, if the student refuses, the Hearing Board may infer from the student’s failure to testify that the student committed the alleged violation.

8. Opening and Closing Statements. The student alleged to have committed a violation, or the student’s representative, and the Presenter shall be permitted to make brief opening and closing statements.

9. Witnesses. The student alleged to have committed a violation, or the student’s representative, and the Presenter shall be permitted to call witnesses and to cross-examine adverse witnesses.

10. Taped Proceedings. A tape recording of the proceedings before the Board shall be made. The student shall be entitled to a copy of the tape at the student’s expense. The student, at his or her request and expense, may employ a stenographer to make a transcript of the proceedings. The College of Law shall be entitled to a copy of any such transcript upon timely request and shall tender an amount equal to the cost of making the copy.

11. Finding of a Violation. A finding that the student violated this Code shall require the assent of at least four members of the Hearing Board.

12. Public Disclosure. If the Presenter negotiates a finding of a violation and a penalty that are ratified by the Hearing Board, or if the Hearing Board finds a violation occurred and imposes a penalty, it shall release information to the student body regarding the violation and the sanction imposed. However, the Board shall not disclose the names of the students involved. If the Hearing Board exonerates the student, no information shall be released to the student body.

13. Vote on Sanction. No separate hearing regarding sanction shall be held by the Hearing Board. Three members of the Hearing Board must assent regarding the appropriate sanction. The Board shall have broad discretion in determining a sanction. Sanctions may include, but are not limited to, expulsion, probation, suspension, reduction in grade and reprimand.

14. Notice to Student and Dean’s Office of Decision. The student alleged to have committed a violation shall be notified in writing of the Hearing Board’s decision within 10 days after it is rendered. The Dean’s Office shall also be given written notice of the Board’s decision.

15. Student Records. When a final resolution is reached by the Hearing Board, the records of the proceedings shall become a permanent part of the student’s file. All academic integrity violations shall be noted on the student’s official University transcript.

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**Student Organizations**

**Registration Requirements for Student Organizations, Journals and Moot Court**

The University requires every student organization to register each fall with the University Office of Student Involvement.

Each organization must route its funding through the University Controller’s Office and consult with the Law School Business Manager. Student organizations are prohibited from having outside bank accounts.

Registration is accomplished by filing a Student Organization Registration Form with the University Office of Student Involvement, a division of the University Office of Student Affairs. A copy of the organization’s constitution, by-laws and officers must be attached to that form. Every organization must have a law faculty advisor. Organization officers must maintain a 2.50 GPA.

Organizations that are not registered will not receive funding, bulletin boards or office space.

An organization must have a minimum of eight members at all times and must be comprised entirely of current
Student Organizations

Student Bar Association. The Student Bar Association (SBA) is the Law School's largest student organization and acts as the student government. All JD students who are enrolled in the College of Law are automatically members of the SBA. The SBA represents the students and advocates for their interests. The SBA sponsors social, service, and educational events and assists with first-year orientation. The SBA Office is in Room 704; (312) 362-8025.

Art and Cultural Heritage Legal Society explores issues surrounding art and cultural heritage.

Asian Pacific American Law Student Association (APALSA) provides academic and social support to Asian law students.

Society for Asylum and Immigration Law explores how the law affects persons governed by the laws of immigration and asylum.

Black Law Students Association (BLSA) promotes the goals of African-American law students and provides mentoring for its members.

Business and Corporate Law Society focuses on legal matters that affect business and corporate law.

Decalogue Society of Lawyers is a professional bar association for Jewish lawyers that provides academic and social support for its members.

DePaul Animal League Defense Fund focuses on issues that affect the rights of animals under the law.

Entertainment Law Society focuses on legal issues in the entertainment field.

Environmental Law Society advocates environmental concerns generally and sponsors programs related to environmental issues and careers.

Evening Law Student Society represents the concerns and needs of students in the Law School's evening division.

Family and Child Law Society provides educational and networking opportunities for students interested in pursuing a career in family law, and sponsors panels, discussions and networking events.

Federalist Society supports individual liberty and limited government.

Hellenic Law Society represents the needs of students of Hellenic/Greek descent.


International Law Society explores international law issues through speaker programs and symposia.

Justinian Society of Lawyers, a professional bar organization for Italian-American lawyers, provides academic and social support for its members.

Latino Law Student Association (LLSA) promotes the goals of Latino law students and provides mentoring and study programs for its members.

Muslim Law Student Association (MLSA) facilitates international cohesion among law students of the Islamic faith, both intra and inter-scholastically, and between such law students and the legal community, concomitantly contributing to the College of Law's diverse student organizations.

National Lawyers Guild, DePaul Student Chapter, is an alternative professional bar organization that seeks to generate awareness about progressive responses to local and national economic and civil rights issues.

Outlaws is an organization that seeks to generate awareness about and sensitivity to lesbian, gay, bi-sexual and transgender issues among law school students, faculty and administrators.

Phi Alpha Delta is a fraternity of lawyers and law students that promotes professionalism, philanthropy and friendship among members of the legal community.

Phi Delta Phi is one of the oldest international legal fraternities, established to promote a higher standard of professional ethics among its members, and the legal community.

Public Interest Law Association advocates careers and pro bono work in public interest law.

Veteran's Assistance Service Organization works with veterans and advocates on their behalf as well as exploring how the law affects veterans.
Women's Bar Association of Illinois, DePaul Chapter, works to ensure the success of women attorneys through business and professional development and advocates for women's interests.

Women's Law Caucus provides a forum for the exchange of ideas and information on the role of women in the legal profession and the impact of law on women's rights.

Faculty Meetings and Committees

Schedule of Faculty Meetings
At the beginning of each semester, the Dean announces the schedule of faculty meetings for the semester. Meetings are held monthly while the law school is in session.

Student Representation
An elected SBA representative is invited to attend faculty meetings. The representative has a vote. Faculty meetings are closed to the general student body.

Publication of Minutes of Faculty Meetings
Minutes of faculty meetings are made available to the SBA.

Student Representation on Faculty Committees
Student representatives are appointed to various faculty committees that address matters of interest to students.

Dean's Advisory Council (DAC)
Students from each first-year section and upper level classes elect representatives to serve on DAC. DAC meets monthly with the Dean to discuss issues concerning the Law School.

Law Career Services

General Information
The Law Career Services Office provides career programming and advising for students and alumni. The office and its advisors offer a wide range of resources to facilitate students' career planning and search for employment.

Professionalism
The Law Career Services Office is committed to each student's ethical and professional growth and development during law school and into future career positions and endeavors. As such, each student is expected to adhere to certain rules and responsibilities that promote ethics and professionalism in the recruiting and job search process. Each student is required to read and acknowledge the Professionalism Agreement made available by the office before he/she is able to fully use Symplicity and office services.

Symplicity
Students and alumni are encouraged to visit Symplicity, the Law School's Career Services site at www.law.depaul.edu/jobs. Symplicity provides links to various resources, including information on drafting résumés and cover letters; employer recruiting and direct interviewing programs; directories on a wide variety of
employers and resources; and a wealth of additional information.

**Career Services Office**

The Law Career Services Office provides Internet and Intranet-accessible computers, a printer, a photocopier, a scanner and a fax machine for use by students and alumni. A library of periodicals, books and directories is also housed in the Law Career Services Office and many of these resources are available for student check-out.

**Communication**

Students are expected to keep their current contact information updated on their profiles in Symplicity as we use this information to regularly communicate upcoming job fairs, recruiting events, career-related programs and other relevant information. Students must update their contact information on Symplicity separately from any updates made on Campus Connect as the two systems do not feed into each other. Additionally, students are encouraged to regularly keep abreast of the information our office shares via our emailed newsletter, Twitter (@DePaulLawCareer), and our blog (depaul.law.typepad.com/depaul_law_career_service).

**Internet Job Postings**

More than 2,000 clerk and attorney job opportunities are received by the Law Career Services Office each year. DePaul offers students and alumni access to these employment opportunities in both on-line and print versions. On-line, the job postings are made available in Symplicity, a password-protected site, which can be accessed by logging onto www.law.depaul.edu/jobs. Students and alumni can obtain passwords by contacting or visiting the Office and can apply to any of these jobs after their résumés have been uploaded to Symplicity and, with respect to students’ résumés only, approved by their advisors. On average, more than 200 job opportunities are posted at any given time for both attorneys and law students.

**Job Fairs and Programs**

Each year, DePaul participates in a large number of job fairs throughout the country. The Law Career Services Office also offers a variety of programs, including mock interviews, skill-building seminars, and monthly alumni panel discussions. Current information on these programs can be found in the Law Career Services Office and in the event calendar on Symplicity. Students are strongly encouraged to regularly check the information available on-line and in the Office.

**Career Advising**

Career advisors provide career advice and guidance for students and alumni. During the first semester of law school, students are offered a comprehensive orientation regarding the job search process. Additionally, each student is assigned to an individual advisor in order to ensure that students have a constant resource available to them. However, per the National Association of Law Placement Standards, Law Career Services is not allowed to offer job search service or assistance to first semester first-year students prior to November 1.

**On Campus Interviewing (OCI) Program**

Every Fall, the Law Career Services Office invites employers to interview DePaul students for summer associate and postgraduate positions. While employers of all sizes are invited to participate, typically only the largest of employers in private practice, government and business participate in OCI. While many employers participate in OCI by coming on campus to conduct their interviews, many employers opt to participate as a résumé collect employer, whereby they invite selected students to interview at the employer’s office. Students should bear in mind that the employers who participate in OCI comprise only a small percentage of the overall employer pool.

Public interest and government employers typically participate in job fairs. In Chicago, an annual Public Interest and Government Employer Reception is held in the fall. All area law schools participate in hosting and coordinating this event. Job fair and reception dates and descriptions are posted on the Symplicity event calendar.
Anti-Discrimination Policies


As a member of the Association of American Law Schools (AALS) and in conformity with its by-laws, DePaul University College of Law provides equal opportunity in legal education for all persons without regard to race, color, religion, national origin, sex, age, disability or sexual orientation. The procedure for filing a grievance involving charges of discrimination is set forth in the University Graduate Student Handbook, copies of which are available on the University web site, www.depaul.edu.

University Policy on Sexual Harassment

DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, faculty and other members of the University community that is free of discrimination and all forms of sexual harassment. The University condemns any form of sexual harassment or assault and is committed to taking action to prevent and eliminate it. The University sexual harassment policy and the procedures for reporting harassment are set forth in the DePaul University Graduate Student Handbook, which is available on the University web site, www.depaul.edu.

College of Law Religious Liberty Policy

DePaul University College of Law is committed to safeguarding religious liberty.

Scheduling of Classes and Other College of Law Events

To the best of its ability, the College of Law attempts not to schedule classes on religious holidays, including the Sabbath. Where classes must be scheduled on religious holidays, the College attempts to offer alternative sections. College of Law events, such as Law Days, are scheduled on both Saturdays and Sundays.

Class Attendance and Participation

A student who misses class as a consequence of religious observance will not be penalized. For example, if a professor permits students to miss two classes in a semester and a student must miss three classes for reasons of religious observance, that student should be permitted to miss five classes in total.

Students who miss class for reasons of religious observance must be permitted to tape those classes. Students are responsible for making the taping arrangements. No student shall be required to take an examination or engage in any other evaluative endeavor on a religious holiday.

It is the obligation of the student to apprise faculty members of the necessity to miss class for reasons of religious observance and to apprise the Assistant Dean for Student Affairs about the need to reschedule an examination or other evaluative exercise.

Student Organizations

Student organizations that sponsor competitive events must accommodate the needs of students who cannot compete on a religious holiday. It is the obligation of the student to advise the student organization of the necessity for accommodation so that another opportunity to participate in the competition may be provided.

Students whose religious observances prevent them from attending the events of a student organization may not be barred from membership as a consequence thereof. Student organizations are encouraged to schedule events at a time other than Friday noon, Friday evening, Saturday and Sunday.
Admission to the Bar

Bar Examination Requirements

Many College of Law graduates apply for admission to the bar in Illinois, although they may later seek admission in other jurisdictions. Forms for the Illinois bar are available on the Illinois Board of Admissions web site, www.ILBarAdmissions.org. Forms for other jurisdictions are available through the National Conference of Bar Examiners web site, www.ncbex.org.

The Illinois Board of Admissions to the Bar permits law students to register with the bar examiners by March 1 of the first year of law school if they intend to take the Illinois Bar Exam. First-year registration is not mandatory, but is strongly recommended if the student has character and fitness issues in his or her background. Students receive a discounted fee if they apply by March 1 of the first year. Other states that offer first-year law student registration include Alabama, California, Florida, Iowa, Kentucky, Missouri, Montana, North Dakota, Ohio, Oklahoma and West Virginia. If a student is interested in practicing in one of those states, she or he should contact the Board of Admissions to the Bar in the jurisdiction where he or she plans to practice.

The Illinois Bar Exam is administered in February and July of each year. All DePaul graduates are automatically certified for admission to the Illinois Bar. Graduating seniors should file Character and Fitness forms and the application to sit for the bar examination by September 1 if they will graduate in December or by February 1 if they will graduate in May.

Students must also pass the Multi-state Professional Responsibility Exam (MPRE), which is given three times per year, in March, August and November. The MPRE may be taken after a student completes at least 2/3 of the credits required to graduate. In the case of DePaul students who need 86 credits to graduate, they must earn at least 58 credits before they sit for the MPRE. If the student takes the MPRE prior to earning 58 credits, the Illinois Board of Admissions to the Bar will disregard the score, and the student will have to take it again. The on-line application for the MPRE is on the National Conference of Bar Examiners’s website: www.ncbex.org.

Illinois does not require that students have taken any particular courses to sit for the Illinois Bar Exam. However, some states do require students to have taken specific courses. Students should obtain information as soon as possible after they begin law school about requirements for admission to the bar in the state(s) where they may seek admission.

The College of Law offers a bar review program. Students are strongly encouraged to participate. Students should also seriously consider taking a commercial bar preparation course.

Warning: Unfortunately, every year, some College of Law students fail the bar. Do not let this happen to you. The principal reason that students fail is that they do not take the bar exam seriously enough. Be sure to allocate sufficient time for study including, if possible, taking a vacation from work. The bar exam is difficult and requires your very best effort.

Bar Examinations in States Other Than Illinois: A graduating senior who intends to take the bar in a state other than Illinois must notify the Assistant Dean for Student Affairs at least two months prior to graduation. The student must provide the Assistant Dean with a Dean’s Certificate form and a cover letter stating the student’s name, student ID number, mailing address, e-mail address and telephone number and the deadline for submission of the form to the jurisdiction in which the student will be sitting for the bar. If the state to which the student applies requires an official transcript to verify the JD, the student must order the transcript from the University Student Records Office, http://sr.depaul.edu. The College of Law cannot order official transcripts because release of the transcripts requires the student’s written consent.

Character and Fitness Disclosures

The Illinois Board of Admissions to the Bar requires that the Dean of the law school certify that each student sitting for the bar has earned the JD degree. As part of that certification, the Dean must answer the following questions:

1. Do your records or other information show anything adverse concerning the applicant’s honesty, integrity, or general conduct?
2. Was the applicant ever involved in a disciplinary inquiry or proceeding while in attendance? If so, explain.
3. Are you aware of any matter or matters reflecting adversely upon the applicant’s reputation and character?
4. Please state any facts, not covered by the foregoing questions, unfavorable to the applicant, which you think the committee should know in connection with its duty to determine whether the applicant is worthy of the highest trust and confidence.

Most other states require similar certificates to be completed by the Dean before students may take the bar
Students are advised that they have a duty to supplement their law school files if any adverse criminal, civil, administrative or financial events occurred before or during law school. If any discrepancy exists between information disclosed on the original law school application and the bar application, the student may be asked to meet with bar admission staff or the Board of Law Admissions. Adverse information not disclosed may result in the denial of a license to practice law.

Students who do not fully disclose adverse information when they apply to DePaul University College of Law must do so at the earliest opportunity. If not, they may be cited for a violation of the College of Law Honor Code. Penalties, including letters of reprimand, suspension or expulsion, may be imposed for failure to make full or complete disclosure.

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**Vincent G. Rinn Law Library**

**History and Mission**

The DePaul University College of Law Library occupies the 4th through 6th floors of the Lewis Center, located at 25 E. Jackson Blvd. The law library entrance is on the 5th floor. In October of 1998, the Law Library was dedicated to the memory of Vincent G. Rinn, a member of the College of Law’s class of 1931. The primary mission of the Rinn Law Library is to serve the research and study needs of the DePaul University community.

**Access and Hours**

As a participant in the Federal Depository Library Program, DePaul’s Rinn Law Library is open to the public. Anyone entering the Library must either swipe their DePaul ID for access, or ring the bell, present a current photo ID and sign in at the Circulation Desk.

**Law Library Hours**

For a schedule of the Library’s current hours, please telephone the circulation desk (312) 362-8121, or visit the library website.

http://www.law.depaul.edu/library/general_information/hours.asp

Generally, the Library is open as follows:

**Fall and Spring Semesters**

- Monday through Friday: 8:00 a.m. - 11:00 p.m.
- Saturday: 9:00 a.m. - 6:00 p.m.
- Sunday: 12:00 p.m. - 10:00 p.m.

**Summer Session**

- Monday through Friday: 8:00 a.m. - 10:00 p.m.
- Saturday: 9:00 a.m. - 6:00 p.m.
- Sunday: Closed

The Law Library is closed on New Year’s Day, Good Friday, Easter Sunday, Memorial Day, Independence Day, Labor Day, and Thanksgiving Day, and on all other days that the University is officially closed. Additionally, the Library is also closed on Sundays when the College of Law is not in regular academic session and during the summer.

**General Information and Policies**

- Personal belongings and valuables should not be left unattended. Please report any suspicious activity to the Circulation Desk staff.
- For security reasons, the Law Library has installed a system at the exit that causes an alarm to sound if a patron attempts to leave the library with material that has not been properly checked out. Occasionally,
certain briefcases, notebooks and other items containing metal may activate the alarm. If the alarm rings, please return to the circulation desk and comply with the requests of the attendant on duty.

- The library maintains a “Lost and Found” at the circulation desk. Items not claimed within 24 hours are forwarded to the University's Public Safety Office.
- Books should be re-shelved in their proper location or placed on a nearby book cart when no longer needed.
- Smoking, as well as carrying or consuming alcoholic beverages, is prohibited in all areas of the Law Library.
- Beverages (non-alcoholic only) must be in covered, spill-proof containers. Please limit consumable food to pre-packaged snacks, or small pieces of fruit. Smelly or greasy food, which can damage the books and furnishings, is prohibited. Please remember to place all trash or garbage in an appropriate receptacle.
- Stealing, hiding or damaging books, or any other Library material, is a violation of the DePaul College of Law Honor Code and of Illinois state law.
- Cell phones are not to be used in the Library. Ringers should be placed on silent, or vibrate, so as not to disturb other patrons. If you receive a call, please step outside of the Library to have your conversation. Law Library phones are not available for patron use.

**Noise**

The Law Library is a place for quiet study and research. Please keep conversations and unnecessary noise to a minimum.

**Computer Access**

The University provides wireless access within the Law Library. Additionally, The College of Law Computer Lab is located in room 513 in the Law Library. The lab is for the use of College of Law students, faculty and staff. The lab has networked workstations that provide access to Lexis and Westlaw, Computer-Assisted Legal Instruction (CALI) exercises, word processing software and the Internet. Please note that any unauthorized use of Lexis and Westlaw is a violation of the Honor Code.

Law students have access to several other University computer labs throughout the Loop Campus. For an up to date listing, please see the following:

http://www.is.depaul.edu/computers/labs/locations.asp#loop

**Network Printers**

For your convenience, DePaul University uses Intelliprint, a print monitoring system that utilizes student ID cards for initializing print jobs. Students pay for printing as needed through Demon Express on their ID cards. The system was designed to protect the environment and control excessive paper use, thereby reducing costs that can affect tuition prices. There are 3 Intelliprint stations in the Law Library and a Value Transfer Station (VTS) in room 402.

**Wireless Printing**

The ability to print wirelessly to the Intelliprint system using iPrint from Anywhere is currently available for students with compatible laptops. With iPrint from Anywhere you can print directly from your laptop without first having to transfer documents to DePaul's lab computers in order to print. Please visit the following IS web page for updates and details.

http://www.is.depaul.edu/intelliprint/index.asp

**Conference/Group Study Rooms**

There are fourteen conference rooms in the Law Library. These rooms are typically unlocked at the beginning of the day and are available on a first-come first serve basis. Law students are afforded priority in the use of these rooms. On occasion, library staff will reserve a room for official library business and will post a notice or sign on the door.

**Copy Machines**

The Law Library has four photocopiers, three of which have duplexers and a paper feeder attached. Copies are ten cents per page. The photocopiers do not accept cash. You must use a Demon Express copy card or DePaul ID. To purchase or add money to a copy card, use the DePaul Value Transfer Station located in Copy room 402. The Value Transfer Station machine accepts $1, $5, $10 and $20 bills. Alternatively, you can add money to your Demon Express account via Campus Connect using a credit card. Please report any photocopier problems to the circulation desk staff.

**Media Facilities**
There are two media rooms available for DePaul University College of Law students to use for video-taping, interactive video sessions and to view curriculum-related videotapes. These media rooms are located on the 5th floor. To reserve a room, please visit the circulation desk or telephone (312) 362-6892.

**Circulation Services (312) 362-6892**

The Circulation desk is located to the right of the entrance to the Law Library. Circulation desk staff is available whenever the Library is open. They assist students and other patrons in checking out and renewing general circulation materials, locating reserve materials, accepting reservations for library media rooms and research carrels and in answering general questions about the library.

**Circulation and Renewal Policies**

- **TREATISES** (i.e. books) circulate for 28 days (3 renewals possible)
- **JOURNALS** (bound and unbound) circulate for 24 hours (with 2 renewals possible)
- **RESERVE MATERIALS** (e.g. hornbooks, nutshells, IICLE handbooks, faculty course materials, old exams) circulate for 1, 3 or 24 hours. 1 and 3 hour items are not renewable; however 24-hour items can be renewed twice. Treatises can be renewed online using the DePaul/I-Share Catalog. All other items must be renewed by circulation desk staff, or by telephone (312) 362-6892.

**Fines**

Overdue charges are calculated based on the Law Library's fine policy. Borrowers will be charged the replacement cost of non-returned materials, a processing fee and any overdue fines. Delinquent borrowers are subject to having their borrowing privileges revoked. Additionally, registration for classes or graduation may be blocked.

**Electronic Reserves**

Selected faculty reserve materials and old law school examinations are available electronically at:

http://law.depaul.edu/library/student_services/reserve_materials.asp

This material is password protected. To obtain the password, please contact the circulation desk staff, at (312)362-6892.

**Research Carrels**

The Law Library maintains research carrels with lockable shelves for use by faculty research assistants and members of the Moot Court Society, DePaul Law Review and other DePaul journals. Carrels are available for one semester. To obtain a carrel, a student must provide the Circulation Manager with a letter from a College of Law faculty member, or a journal editor requesting a carrel assignment for the student. Selected materials can be checked out to an assigned carrel for sixteen weeks, but these materials may not be removed from the Library.

**Interlibrary Loans**

Interlibrary loan (ILL) service is available to College of Law students, faculty and staff. The Library staff will attempt to borrow books or obtain copies of journal articles for academic research purposes if a needed item is unavailable at any DePaul library; and cannot be requested directly by you. Information on making an ILL request is available at the following website:

http://www.law.depaul.edu/library/student_services/interlibrary_loan.asp

Borrowers are personally responsible for any charges assessed by the lending library and for any damage to or loss of ILL materials.

**Reference Services (312) 362-6894**

The Reference Desk is located to the left of the fifth floor entrance to the Law Library. Reference librarians are available to assist in the location and use of the Library's print and electronic resources.

During the academic year when the College of Law is in session reference desk service hours are:

- **Monday - Thursday** 9:00 a.m. - 9:00 p.m.
- **Friday** 9:00 a.m. - 5:00 p.m.
- **Saturday** 10:00 a.m. - 5:00 p.m.
- **Sunday** 12:00 p.m. - 7:00 p.m.

Reference assistance is also available by way of Instant Messaging; E-Chat; Email and Texting. For details, see the following Library website for information.
The Law Library Collection

The Law Library collection supports the instructional and research activities of the DePaul College of Law and the University in general. The print collection consists principally of materials relating to Anglo-American law, including the law of the United States; its individual states and territories; Canada and Great Britain.

The collection also includes a comprehensive collection of law school and bar journals and other major secondary sources such as treatises, legal encyclopedias and selected study aids. Substantively, the collection has strong subject concentrations in taxation, constitutional law, health law, and human rights law and church-state relations.

The collection is located on three floors:

- The fourth floor includes subject treatises, state materials, health law and foreign law.
- The fifth floor includes reference, reserve, and federal materials, including hearings of 30 selected Congressional Committees.
- The sixth floor includes law reviews and international and comparative law sources.

In addition to the print collection, the Library subscribes to or provides access to many online resources. Access to these databases is available through the Library web page.

Classification and Location of Materials in the Law Library

The Law Library uses the Library of Congress (LC) classification system, a subject arrangement, which consists of one or more letters of the alphabet, followed by a series of numbers. The following LC classifications are most common in the Law Library:

- H Economics, Sociology
- J Political Science
- J2 International Relations
- K1-30 Legal Periodicals
- KD Law of the United Kingdom
- KE Law of Canada
- KF1-127 Law of the United States - Federal
- KF131-9999 Law of the United States - By Subject
- KFA-KFX Law of Individual States and Cities
- KG-KZ Foreign and international Law
- PN-PZ Law and Literature
- R Medicine

Locating Material Using the DePaul Library Catalog

The online DePaul Library Catalog can be used to locate and/or requests books, journal articles and other library materials from DePaul and 75 other Illinois libraries. The Law Library has four public access terminals located near its reference desk. The DePaul Library catalog can also be accessed from any computer that has Internet access. For assistance using the Library catalog, contact a reference librarian.

Locating Journal Articles

The Index to Legal Periodicals and Books, Current Law Index and several other print journal indices are located on the 6th floor Index Table. Online journal indexes and selected full-text databases such as LegalTrac and HeinOnline are available through the Library’s web page.

Most of the Library’s print collection of law school journals is classified K1 to K30 and shelved alphabetically by title on the 6th floor. Subject journals are classified and shelved with other material on the same subject. Bound journals are shelved in the open stacks. Recent and unbound journal issues are kept behind the Circulation Desk. To determine if DePaul owns a specific title, use the DePaul / I-Share online catalog, or contact the reference desk.

Other DePaul libraries

All DePaul University Libraries are open to College of Law students and faculty. The College of Commerce (i.e., the “Loop”) Library is located on the tenth floor of the DePaul Center. A shuttle delivers materials between the Loop and Lincoln Park campus libraries on weekdays.
General Information

Required Courses and Course Descriptions

The courses required for the Juris Doctor degree and LL.M. degrees are listed under Degree Programs. Courses descriptions are published on Campus Connection.

Course Prerequisites

A student must complete the necessary prerequisite(s) before taking a course. A student who attempts to register for a course on Campus Connection without a necessary prerequisite will not be able to do so.

Class Materials

Materials reproduced by the Law School for class use are sold through the bookstore. Textbooks and course materials are located on the lower level.

Syllabi

First class assignments and syllabi are published on the Law School web site. If a syllabus does not appear for a particular course, it will be distributed to the students by the instructor.

Lockers

Lockers are allocated by the Student Life Office, located on the 11th floor of the DePaul Center. Lockers are allocated for a period of one academic year. If a student does not renew a locker rental, the University will empty the locker at the end of the academic year in June.

Official Transcripts

The University Student Records Office on the ninth floor of the DePaul Center issues official DePaul transcripts. The College of Law cannot issue transcripts. Official transcripts may be ordered on Campus Connection, www.depaul.edu or from the University Student Records web site, http://sr.depaul.edu. Students may order ten free official transcripts per year.

Changes of Addresses, Phone Numbers, Names and E-Mail Addresses

Students who change their names must bring legal proof of a name change to the Academic Resource Center (9th floor DePaul Center). Names on diplomas appear exactly as they appear on Campus Connection. Students may update all other demographic information on the University web site, www.depaul.edu, under "Campus Connection" and "Demographic Portfolio." Students have the option of listing three different addresses and phone numbers, including business, home and mailing addresses. Several e-mail addresses may be listed as well.

Students Must Insure That Their Preferred E-Mail Address On Campus Connection Is Correct At All Times. If Your E-Mail Address Is Not Correct On Campus Connection, You Will Not Receive Information Necessary To Pursue Your Law School Studies. Failure To Provide A Correct E-Mail Address Will Not Excuse Non-Compliance With Rules, Regulations Or Requirements Communicated By The Law School Via E-Mail.

Payment of Charges

Tuition and fees are payable in full at the time specified in the registration materials, unless a student enrolls in either DePepper (employer reimbursement) or DePupp (monthly payment plan). Information on those programs may be found at www.depaul.edu under the Student Financial Accounts Office. Generally, past-due tuition and fees must be paid in full before a student may register.

Financial Delinquency
Any student who fails to make timely payments as required by the Student Financial Accounts Office will be charged a $100.00 late penalty. Students with delinquent accounts are subject to suspension and exclusion from classes. They may be barred from receiving official transcripts, registering for a subsequent semester, receiving a degree or being certified for admission to the bar.

**Dishonored Checks**

A $25 fee is charged for each dishonored check.

**Tuition Refund Policy**

Tuition will be refunded only if a student withdraws before the end of the second week of classes in the fall and spring semesters and before the end of the first week of classes in the summer semester. A tuition refund is not available after those deadlines. Students who add courses after those deadlines will be charged extra for the added credits.

**Internet Services**

The College of Law's media and technology staff understands the important role technology plays in the learning experience and strives to identify and fulfill the technology needs of all College of Law faculty, staff and students.


**Wireless networking (Wi-F9)**

Registered students have wireless access throughout DePaul University campuses and must have a DePaul wireless card. For information about the card, see [http://wireless.depaul.edu/](http://wireless.depaul.edu/). The Lewis, O'Malley and Daley buildings provide wireless internet services 24/7, and law students have the ability to print directly from their laptops via "iPrint from Anywhere" without having to first transfer documents to DePaul's lab computers.

The University web site is [www.depaul.edu](http://www.depaul.edu). Student information is password protected and is available under Campus Connection. Campus Connection will give students access to:

- Demographic Profile – Update e-mail address, mailing or business address telephone numbers.
- Grades and Course Histories – Access grades and course histories (unofficial transcripts that include courses taken, credits earned and GPAs).
- Class Search – See what courses are open or closed, room assignments and professors.
- Student Course List – After you register, review your class schedule.
- Change PIN – Change your University assigned password.
- Web Registration – Allows registration for classes on the web.
- Student Accounts – Obtain a complete financial record.

The College of Law web site is [www.law.depaul.edu](http://www.law.depaul.edu). It contains Law Career Services information, Law Library information, course syllabi, course descriptions, class ranks, financial aid information, scholarship information and a listing of current events.

Passwords. The University Identification Services Office (9th floor DePaul Center) assigns all DePaul students user identifications and passwords to access Campus Connection on the University web site. Students are encouraged to change their password to a number or word they can easily remember.

E-Mail Accounts. All DePaul students are assigned free e-mail accounts by the Identification Services Office. E-mail addresses consist of the first letter of the person's first name and the first seven letters of their last name. University e-mail extensions are as follows: students use @students.depaul.edu; law faculty and administrative staff use @depaul.edu.

**Reservation of Rooms and Scheduling of Events**

The law school Events Coordinator maintains a schedule of room use. Anyone who wants to use a room for any purpose other than a regularly scheduled class must submit an on-line room reservation request through on the College of Law web site.

**Use of Facilities**

Only organizations associated with the Law School may use school facilities. However, groups not associated with the Law School may reserve rooms or tables in the DePaul Center Student Center or the University Conference Center (8th floor DePaul Center).
Most Loop buildings operate under a schedule that has them open and accessible Monday through Friday, from 7:00 a.m. through 10:00 p.m. Saturday and Sunday schedules will typically operate between the hours of 7:00 a.m. and 6:00 p.m. Access to buildings during off-hours (i.e., late evenings, weekends and holidays) may be obtained by contacting the University Public Safety Office, which will require a written request, in advance. The request should include name, department, building/floor/room number to be accessed, date, time and estimated duration of visit, and reason for access. All persons who attend will be required to present identification, and in some cases, sign-in when arriving on campus on the specified dates and times. Additionally, Faculty Operations will not alter the heating, ventilation or air conditioning service schedule to accommodate off-hours access.

**Lost and Found**

A lost and found service is located in the Public Safety Office (lower level of Lewis Center).

**Identification Cards**

Photo identification cards are issued by the University Identification Services Office. An ID card is necessary to enter the Law Library and computer labs. All students are also assigned a student identification number.

**Parking**

A special parking rate is available to students in nearby parking lots. Students must stamp their parking receipts in the machine by the security desk in the Lewis Center lobby or in the DePaul Center lobby.

**DePaul Campus Facilities**

College of Law students are welcome to use the recreational facilities on all of the DePaul campuses. Identification cards are required to use the facilities. Students are charged a membership fee to use athletic facilities.

**Personal Mail**

Students may not use the Law School address for personal mail. They may use the fax machines designated for student use.

**Emergency Cancellation of Classes/Closure of the University**

In the event it becomes necessary to close the University, the closure will be announced over local media and on the University web site.

**Alcoholic Beverages**

Alcoholic beverages may not be sold or consumed on school property unless an event is sponsored by an authorized student organization and faculty advisor. The University Associate Vice President must approve all requests to serve alcohol. Alcohol may not be served before 6:00 p.m., and non-alcoholic beverages and food must be available during the entire duration of the event. At least one Public Safety officer must be present. Advertising of the event shall not include pictures, images or depictions of the use of alcohol. For more information about the alcohol policy and the alcohol permission request form, see [www.law.depaul.edu > Current Students > Organizations & Journals](http://www.law.depaul.edu).

**Smoking Policy**

Smoking is not permitted in any DePaul buildings.

**Escort Service**

The DePaul University Public Safety Department provides an escort service for students, staff and faculty when circumstances require them to travel alone on campus, in isolated areas after dark or whenever there is otherwise a concern for their personal safety.

**Building Hours**

Building and Library hours are posted in the front lobby display cases in Lewis.
Health Insurance
The DePaul University Student Health Plan has been developed especially for DePaul University students and their eligible dependents. The Plan provides coverage for illnesses and injuries that occur on or off campus and includes special cost-saving features to keep the coverage as affordable as possible. The Plan is underwritten by Aetna Life Insurance Company. The Plan includes a Preferred Provider Organization through Aetna. If you obtain care from these preferred providers, you will reduce the cost of health care substantially. All DePaul students are eligible for the Student Health Insurance as long as they are taking classes in the current semester.

If you have any questions, please visit Aetna’s website or call the Chickering Claims Administrators Inc.’s Customer Service Department at (800) 878-1938 and reference DePaul’s policy number of 7111116. Alternately, contact the Student Affairs Office at (312) 362-5680.

The American Bar Association also offers student health insurance for members. Information is available on its web site.

Housing
General housing information can be found on the College of Law web site. The University has a housing service for all current and prospective members of the University community called the Housing Resource Center.

University Counseling Services
The University Counseling Service offers counseling to DePaul students. Services include individual, couple and group counseling. The Counseling office is located on the 11th floor of the DePaul Center. The telephone number is (773) 325-7779.

University Ministry
Campus Ministry is open and available to persons of all faiths. Thomas Judge is the College of Law chaplin (312/362-6699). The Campus Ministry offices are located in Room 11009 of the DePaul Center and on the second floor of the Stuart Center on the Lincoln Park campus. For information, call (312) 362-6910.

Office of Student Legal Services
The Office of Student Legal Services provides free or low-cost advice to DePaul students on wide range of common problems, including contract disputes, misdemeanor criminal offenses, routine traffic violations, landlord-tenant disputes and other minor legal problems. The Office is located on the Lincoln Park Campus, 990 West Fullerton Avenue, 1st Floor. The phone number is (773) 325-4959.

U-Pass (CTA Passes)
All DePaul University College of Law students who are currently taking 9 or more credits automatically qualify for a U-Pass good for use on Chicago Transportation Authority (CTA) trains and buses. Students who register for summer classes are also eligible for the U-Pass. Photo identification cards are required to obtain a U-Pass. Pictures are taken at the beginning of each academic semester both in the Law School student lounge and in the DePaul Center Student Union (11th floor). U-Pass cards are valid while classes are in session. They are not valid during DePaul class holidays.

Privacy Rights and Access to Educational Records
DePaul University College of Law respects the privacy of its students. The Family Educational and Privacy Act (FERPA) afford students certain rights with respect to their educational records:

1. The right to inspect and review records upon written request; and
2. The right to request and amend records that are inaccurate or misleading. Should students wish to have their records amended, they must write the Assistant Dean for Student Affairs and identify the part of the record that they want changed and specify why it is inaccurate or misleading. If the Assistant Dean decides not to amend the record as requested, she will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

The Law School will not disclose information from the educational records of a student without his or her prior written consent, except:

1. to school officials, including teachers, within the educational institution who have a legitimate educational interest in the records. A school official is defined as a person employed by the University or the Law School in an administrative, supervisory, academic, research, or support staff position, including law
enforcement personnel and health personnel; a person or company with whom the University has contracted to provide services; a student serving on an official committee, such as a disciplinary or grievance committee; or a person assisting another school official in performing his or her tasks;

2. to officials of another school in which the student seeks or intends to enroll;
3. to certain authorized representatives of the United States and state agencies who require such information to carry out lawful functions;
4. in connection with the student's application for, or receipt of, financial aid;
5. to organizations conducting studies for, or on behalf of, educational agencies or institutions if these studies are conducted in a manner that will not permit the personal identification of students and if the information will be destroyed when no longer needed;
6. to accrediting organizations in order to carry out their accrediting functions;
7. to comply with a judicial order or lawfully issued subpoena; or
8. to appropriate parties in health or safety emergencies.

Directory Information

If a student does not want his or her name, address, or phone number published, the student must block the release of that information through Campus Connection.

DePaul University College of Law reserves the right to release the following student information: name; date and place of birth; local address; telephone number; e-mail address; home address and phone number; enrollment status and dates of attendance; positions held; place of employment and phone number; memberships in officially recognized campus organizations and teams, degrees earned, special awards and recognition given; and information requested by the Illinois Board of Admissions to the Bar and bar exam officials of other states.

Tuition and Fees

For information on tuition and fees, see the University Student Accounts web site.

Proof of Immunization

DePaul University complies with Illinois law, which requires post-secondary institutions to submit an annual report on student immunization. All students born on or after January 1, 1957 and enrolled half-time must provide proof of immunization for the following: Tetanus/Diphtheria, Measles (Rubeola), Mumps and Rubells (German Measles). Submit records to the University Student Records Office. Information and forms are available on the Student Records website. Students who lack proof of immunization are blocked from registering.

Admission & Aid

Admission to DePaul University College of Law is very competitive. We consider numerous factors in evaluating each applicant, including undergraduate academic performance, Law School Admission Test (LSAT) scores, advanced degrees, professional work experience, writing ability, potential for leadership, professional and academic recommendations and the applicant's special talents, qualities, interests and socioeconomic and cultural background. No single factor is dispositive.

Personal qualities that demonstrate intellectual depth, high ideals and diligence also are considered, as are economic, societal or educational obstacles that have been successfully overcome. Diversity in background and experience among the members of each entering class is a continuing objective. Having a diverse student body allows us to encourage and foster the exchange of different ideas. In addition, a candidate's prior relations with the DePaul University community and her or his potential for furthering DePaul's institutional goals are considered.

Each year, more than 5,000 candidates apply for 240 seats in the full-time day program and 60 seats in the part-time program. Because applications are reviewed on a rolling basis, early application is highly recommended, especially for those who desire merit scholarship and financial aid consideration. For first-year applicants with no previous law school credit, admission is granted only for the fall semester. First-year applicants should ensure that their application and all necessary documents are on file in the Office of Law Admission prior to the suggested application deadline of March 1.

Prospective applicants who have received their baccalaureate degrees from accredited institutions or who have
received degrees prior to July of the year for which admission is sought are eligible to apply. In no event will anyone who has yet to receive a baccalaureate degree be permitted to enroll in the College of Law. No specific fields of study are prescribed at the baccalaureate level.

DePaul University has a nondiscriminatory admission policy; it does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age or disability.

**Application for Admission Instructions**

**Letter of Recommendation**

One letter of recommendation is required for all applicants, but additional letters are helpful. Letters from your college professors are particularly useful. Letters also may be written by employers or colleagues who are able to make critical and informed appraisals of your qualifications. Letters of recommendation can be submitted through either the Credential Assembly Service (LSDAS) or mailed directly to the Office of Law Admission.

**Personal Statement**

A personal statement is required and must be enclosed with or electronically attached to your application for admission. It should not exceed two pages, and may provide the Admission Committee with information regarding such matters as intellectual interests and pursuits; personal, family or educational background; experiences and talents of special interest; reasons for applying to law school as they may relate to personal goals and professional expectations; or any other factors that will assist the Committee's evaluation of your candidacy for admission. You also may describe, either within the personal statement or as an addendum, how your admission would contribute to the diversity of the College of Law.

**Resume**

A current resume is strongly recommended. It should not exceed two pages. It should include a complete employment record and identify honors, scholarships and commendations received; membership in any scholastic, honorary and professional associations; as well as community, volunteer and extracurricular activities. If applying electronically, use an electronic attachment for your resume.

**Law School Admission Test / Credential Assembly Service**

All applicants must take the LSAT. The LSAT must be taken within the prior four years. Older scores are not acceptable. In addition, all first-year and transfer applicants must register with Credential Assembly Service.

**Application Fee**

A $60 nonrefundable application processing fee is required and must be submitted with the application for admission. You may pay your application fee online or print the Certification Letter and send your payment to the Office of Law Admission with your Certification Letter.

**Special Information for Transfer Applicants**

DePaul University College of Law welcomes applications from students who will have completed, within the preceding two years, at least one year of study at another ABA-accredited law school. Transfer applicants may apply for admission to the day and evening programs for the fall and spring semesters, as well as the summer session. Transfer applicants admitted to the College of Law may receive up to 30 hours credit toward the Juris Doctor degree. The determination of applicable credit is made upon admission.

Transfer applicants should have their application and all necessary application documents on file with the Office of Law Admission at least one month prior to the semester in which they intend to enroll. Transfer applicants are required to submit all materials required of all first-time applicants: application, application fee, letter of recommendation (from a law school faculty member), resume, personal statement and current Credential Assembly Service report. In addition, transfer applicants must submit directly to the Office of Law Admission: (1) a letter of good standing from all previously attended law schools; and (2) official transcripts from all previously attended law schools. Law school transcripts must provide grades for all courses attempted.

**Special Information for International Applicants**

Applicants who have earned degrees or received diplomas from foreign institutions must submit all materials required of first-time Juris Doctor applicants. In addition, applicants who have completed coursework or earned degrees from foreign institutions should submit their foreign transcripts through the Credential Assembly Service. This service is included in the standard Credential Assembly Service fee. Foreign transcripts received will be sent to the American Association of Collegiate Registrars and Admissions Officers (AACRAO) where the transcript will be authenticated and analyzed. The data will be assembled into a foreign credential evaluation.
Applicants who were educated in foreign countries, or at institutions where English is not the primary language, must also register for the TOEFL. You must advise Educational Testing Service (ETS) to send your TOEFL score to LSAC (institution code number 00580).

LSAC will incorporate your foreign credential evaluation, TOEFL score and associated documents into the regular Credential Assembly Service report.

While the College of Law strongly encourages international applicants to submit their foreign transcripts to the Credential Assembly Service, we will also accept detailed evaluation reports from Educational Credential Evaluators (www.ece.org), World Educational Services (www.wes.org) or from any other member of the National Association of Credential Evaluation Services.

International applicants who have graduated from foreign law schools may receive up to 30 credit hours toward the Juris Doctor degree. The determination of applicable credit is made upon completion of the first year of law school.

**Optional Sections of Legal Analysis for First-Year, Full-Time Students**

For first-year, full-time day students only, the College of Law offers special sections of Legal Analysis, Research & Communication with a focus on Child & Family Law, Health Law, Intellectual Property Law (including traditional Intellectual Property, Information Technology and Cultural Property/Art Law) and Public Interest Law.

Admission to these special sections is competitive. Students must apply for a seat in the Child & Family Law, Health Law, Intellectual Property Law or Public Interest Law section of Legal Analysis, Research & Communication at the same time they apply for J D admission. Interested students must indicate their interest by checking the appropriate box on the application for admission. You may only apply to one section. You also must enclose with or electronically attach to this application a statement of no more than one page indicating your reason(s) for your interest in either Child & Family Law, Health Law, Intellectual Property Law, or Public Interest Law. Students will be informed of their acceptance into the desired section after they receive a letter of admission from the College of Law.

Qualified students in the Intellectual Property Law section of Legal Analysis, Research & Communication may also participate in the Intellectual Property Summer Job Program, in which intellectual property law faculty and staff assist students with career development and placement in a variety of firms and organizations.

**About**

The College of Liberal Arts and Social Sciences is committed to providing all of its students with an education that balances in-depth study in certain areas with a breadth of experience in the various disciplines that form the core of human knowledge. Its 28 degree-granting programs and disciplines share a commitment to the highest standards of academic quality, to a mode of study that nurtures critical thinking skills, to a self-conscious examination of questions of value and meaning, and to the development of those habits of the heart and mind intrinsic to a life-long and independent learner.

Our commitment is reflected in a faculty that is as strongly committed to teaching as it is to research. It is reflected in curricular practices that discourage students from concentrating in one subject area to the exclusion of all others. And it is reflected in the College’s encouragement of interdisciplinary areas of study that underline the connections and unities among the various areas of knowledge.

The College values and nurtures the Catholic, urban, and Vincentian mission of the University. The interactions among its faculty and between its faculty and its students are characterized by personalism. Significant portions of the curriculum speak to questions of social responsibility, ethical standards for behavior, and an active engagement with the people and the challenges of the Chicago community.
Administration

Charles Suchar, Ph.D.,
Dean
Mark Pohlad, Ph.D.,
Associate Dean
Warren Schultz, Ph.D.,
Associate Dean
Shalija Sharma, Ph.D.,
Associate Dean
Midge Wilson, Ph.D.,
Associate Dean
Randall Honold, Ph.D.,
Assistant Dean for Academic Services
Susanna Pagliaro, Ph.D.,
Assistant Dean for Sponsored Programs and Finance
Cathy O’Brien
Executive Assistant
Katie Kutina
Assistant Director for Personnel Projects

Contact Us

College of Liberal Arts and Social Sciences
990 West Fullerton Avenue
Suite 4200
Chicago, Illinois 60614-2458
773/325-7300 (phone)
773/325-7304 (fax)
las@depaul.edu
Academics

The College of Liberal Arts and Social Sciences offers a wide range of Undergraduate majors, Graduate programs and Certificates.

Graduate Programs

- English (MA)
- History (MA)
- Interdisciplinary Studies (MA)
- Interdisciplinary Studies (MS)
- International Public Service (MS)
- International Studies (MA)
- Leadership and Policy Studies (MS)
- Liberal Studies (MA)
- New Media Studies (MA)
- Nonprofit Leadership (MNM)
- Philosophy (MA)
- Philosophy (PhD)
- Public Administration (MPA)
- Public Health (MPH)
- Public Service Management (MS)
- Social Work (MSW)
- Sociology (MA)
- Women's and Gender Studies (MA)
- Writing and Publishing (MA)
- Writing, Rhetoric and Discourse (MA)

Master's Programs

For the master's degree, all programs involve one or more of the following: 1) credit hours, 2) thesis, 3) paper on approved topic, 4) integrating project, 5) final or comprehensive examination, and 6) program time limitation.

Credit Hours

For the master's degree, most programs for graduate students require 48 quarter hours of course work. When the program includes a thesis, no more than eight quarter hours of registration in Thesis Research will be counted toward the degree. Specific degree requirements are listed in the departmental and program sections of this Catalog.

Thesis

The University offers the master’s degree both with and without the thesis; however, the thesis is required by some departments. The thesis is limited to the student’s field of specialization and should offer satisfactory evidence of the candidate’s potential for scholarly research.

The student is advised to consult the College Office or its website
The student, after completing the thesis, will submit it to the director of his or her thesis committee for consideration. When the thesis is fully approved, purged of all errors, and in the correct format, the student must submit an electronic copy to the College Office. The College Office will arrange for the electronic archival of your thesis with the library and your department.

### Paper on Approved Topic

The type and length of the paper is determined by the department or program that lists it as a requirement for the master’s degree. The purpose of the paper is to give evidence of the student’s ability to find, select, organize and interpret material in a manner consistent with the standards and practices of the discipline involved.

### Integrating Project

Procedures for such a project are set in advance in each specific case through consultation between the student and the department or program advisor.

### Final or Comprehensive Examination

The type and the subject matter of the examination follow the regulations established in the various departments and programs. If the student does not pass the examination, the department or program may grant permission for another examination. The examination may not be repeated until after the next convocation nor may the examination be taken more than twice.

### Program Time Limitation

Graduate students in master’s programs are expected to complete their program degree requirements within a six-year period from the first registration date for a course in the program. When a graduate student fails to finish before the end of the sixth year, the department or program director may recommend, on receipt of the student’s petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

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### Doctoral Programs

The Doctor of Philosophy, the highest academic degree that DePaul University confers, is offered in the department of Philosophy. The degree shows that the recipient has demonstrated proficiency in a broad area of learning, as well as the potential to explore and advance that field of knowledge by independent research.

Following are the minimum general requirements for all candidates for the Doctor of Philosophy degree in the areas of 1) academic achievement, 2) residence, 3) admission to candidacy, 4) dissertation, 5) final examination and 6) program time limitations. Additional requirements set by the departments are stated in the departmental sections of this Catalog.

#### Academic Achievement

A student will be advised to withdraw from the doctoral program when the department judges that he or she is not maintaining satisfactory progress toward the degree. Students are required to maintain at least a 3.0 average. A course grade below 2.0 is unsatisfactory and will not be counted toward completing degree requirements. The determination of satisfactory progress is not limited to grades and grade point average, but includes all factors in the student’s performance.

#### Residence

At least three consecutive quarters beyond the master’s level must be spent in full-time study at DePaul University. Full-time study is defined as registration for a minimum of eight quarter hours in a quarter. With prior approval of the department, the student may satisfy residency by course work, by participation in seminars, or by research performed off campus. To reflect the diversity of graduate study for the Ph.D. degree at stages
other than the residency stage, doctoral candidates are full-time students who are registered for Independent Study (four hours); for Dissertation Research (four hours); or for Candidacy Continuation (non-credit).

**Admission to Candidacy**

Admission to candidacy implies that the faculty is satisfied the doctoral candidate is sufficiently knowledgeable in his or her area of specialization and in the use of research tools to be able to prepare an acceptable dissertation.

For admission to candidacy the doctoral candidate shall have had the master's degree conferred and shall have completed three consecutive quarters of full-time study beyond the master's level. Other requirements may include a comprehensive examination, departmental language or allied field study, and/or a dissertation proposal.

The College Office will record the date of admission to candidacy. There is a time limit of four years between admission to the College of Liberal Arts and Social Sciences and admission to candidacy. Once admitted to candidacy, the doctoral candidate must maintain registration in the University in each of the quarters of the academic year until the degree requirements have been completed. Among other courses, the following are appropriate to maintain registration: Independent Study (four hours); Dissertation Research (four hours); or Candidacy Continuation (non-credit). Failure to comply with the policy governing registration in the University, in each of the quarters of the academic year until the degree requirements have been completed may result in dismissal from the doctoral program. Candidacy status may be reinstated only after the student has applied for readmission (see Readmission Procedures).

**Dissertation**

The doctoral candidate will prepare a dissertation based on his or her research. The purpose of the dissertation is to demonstrate one's ability to do scholarly work that contributes to the profession and the advancement of knowledge. The candidate will: 1) select a dissertation director; 2) have a topic of the dissertation approved; and 3) form a dissertation committee to help guide the production of the dissertation. Further details about the dissertation are available from the candidate's department. All doctoral dissertations are to be published through ProQuest and entered into DePaul University's institutional repository. After all requirements have been completed, the dissertation document has been fully approved, purged of all errors, and in the correct format, the student must submit an electronic PDF copy of the dissertation to the College Office. For more on dissertation requirements, accompanying forms, and associated fees, visit here: http://las.depaul.edu/CurrentStudents/GradStudentSupport/GraduationRequirements/DissertationRequirements.asp

**Final Examination**

The dissertation is the principal basis of the final examination. After completing the dissertation, and at least eight months after admission to candidacy, candidates should submit a petition for the final examination to their department. The department chairperson notifies the Graduate Office of the date, time and place of the examination and of the names of the members of the examining committee. After the examination, the chair of the committee sends a report of the results, signed by all committee members, to the graduate office. When these steps have been completed, the doctoral candidate becomes eligible for degree conferment at the next convocation.

**Program Time Limitations**

For graduate students in a doctoral program, the time limits to complete the requirements for the Doctor of Philosophy degree are 1) between admission to the doctoral program and admission to candidacy: not more than four years; and 2) between admission to candidacy and the final examination: not less than eight months, and not more than five years. When a graduate student fails to finish before the end of his or her fourth year prior to candidacy or his or her fifth year post candidacy, the department or program director may recommend, on receipt of the student's petition, in writing, an extension of time with or without additional courses, examinations, or other conditions.

**Liberal Arts & Social Sciences Graduate Academic Student Handbook**

In addition to the DePaul University Graduate Student Handbook, the Liberal Arts and Social Sciences Graduate
Student Handbook includes requirements, rules and regulations for its graduate programs. Additional academic information and regulations applicable to specific graduate programs can be found via the program links below.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Additionally, all students are expected to adhere to the Student Code of Responsibility found in the Student Handbook.

The following graduate programs have specific handbook policies:

- History
- Interdisciplinary Studies Program
- Liberal Studies
- New Media Studies
- Philosophy
- Public Health
- Public Service
- Social Work Program
- Writing, Rhetoric, and Discourse

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**Academic Advising**

Academic advising is an essential component of student success. Faculty work with graduate students not only on course selection and to monitor progress toward degree, but, more importantly, to be mentors and advocates through students' programs of study and beyond.

Degree-seeking students can find the name of their academic advisor on Campus Connection. Non-degree seeking students and students-at-large should contact the LAS Graduate Student Services Office for advising and assistance with registration.

**Graduate Student Services Office**

990 West Fullerton Avenue  
Suite 1200  
Chicago, Illinois 60614  
773-325-4008 (p)  
773-325-2397 (f)  
LASGraduateOffice@depaul.edu  

http://las.depaul.edu/CurrentStudents/GradStudentSupport/index.asp
Courses and Credit

Students must be registered in order to attend and receive credit for courses. The typical class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

For students who work full-time, eight credit hours per term is the suggested maximum.

Graduate courses are numbered 400 - 799. Courses numbered 300 through 399 are advanced undergraduate courses that may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Students who want to enroll in undergraduate courses for personal interest while pursuing a graduate degree must submit an online application for non-degree seeking undergraduate admission found on the DePaul website.

Up to twelve quarter hours of credit (or not more than one-quarter of a program's required coursework) may be transferred from another institution, with the approval of the program director. Please contact the Graduate Student Services Office for details.

Grades, Minimum Requirements

A grade of B– or higher must be earned to receive credit for any upper-level undergraduate course (300 level) that has been approved to count toward the graduate degree. A minimum grade point average of 2.500 is required to graduate. Some programs may have a higher minimum graduation grade point average. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the director of the graduate program. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

Graduation

Meeting Degree Requirements

You must successfully complete all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction

Requirements for earning a degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction is 3.75. Additional criteria need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your program information for any differing or specific requirements on minimum grade point average or additional criteria.

Degree Conferral

Applying for degree conferral requires the anticipated completion by the stated deadline of all program requirements including completion of all course work plus any of the following that apply: program standards, field experiences, thesis and/or dissertation requirements, qualifying or comprehensive exams, language
proficiency, and the minimum GPA requirement for graduation. Submitting the on-line degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are reviewed at the end of the expected completion term indicated.

In order to have your degree conferred, you may not have any outstanding incomplete grades, transfer credit, grade changes, substitutes, or waivers. All exams must be completed and graded, and theses/dissertations or other capstone projects must be graded and submitted. Failure to have these items complete by the end of degree conferral term will prompt the Graduate Office to deny degree conferral. If you wish to postpone your degree conferral or are ineligible to graduate, you must reapply.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Student Records Office, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your privacy settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your privacy settings before the end of your completion term.

**Commencement**

The graduation ceremony is symbolic. It is held in June of each year. June and August degree audits occur after the ceremony, therefore these candidates may not be accurately recognized as having earned a degree. Likewise, graduation with distinction may not be able to be announced at the ceremony, but will appear on the transcript and diploma.

**Deadlines for Degree Conferral and Commencement Participation**

The University confers graduate degrees four times per year, after the autumn, winter, spring, and summer terms. The deadlines for applying for degree conferral are October 1, January 15, and July 15 respectively. The deadline for applying for the June commencement ceremony is February 1 of that academic year. (There is only one commencement, i.e., graduation, ceremony per year, and all students whose degrees are earned in that academic year are encouraged to participate.)

**Probation and Dismissal**

Each program may have its own probation and dismissal policies. Please consult with your program first and if there are no program-specific policies then the following applies.

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the college, would provide information that would demonstrate a change in the student’s circumstances to an extent that would support successful completion of the student’s degree program. The dean’s decision, based upon the merits of the petition and the recommendation of the faculty of the student’s department, may, if favorable, stipulate conditions of reinstatement.
Registration Procedures

Degree-seeking students enrolled at any time during the previous calendar year are eligible to register and do so through Campus Connection. Non-degree seeking students need permission from the Graduate Student Services Office to register.

Registration in Courses in other Colleges or Schools

Graduate students may be permitted to register for courses offered in other colleges or schools of the University. Contact the Graduate Student Services Office for specifics.

Residence Registration

Whether in residence or not, all active graduate students, master’s and doctoral levels who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered in each quarter.

Admission & Aid

Candidates interested in admission to the College of Liberal Arts and Social Sciences should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Application for admission begins with an online application, found in the Admission and Aid section of the DePaul University website.

Scholarship Opportunities

Information about the majority of scholarships for undergraduates is found at: http://www.depaul.edu/admission-and-aid/Pages/default.aspx

The College awards a handful of targeted, one-off, and relatively small ($500 - $3000) scholarships annually. Some academic departments have similar scholarships for their eligible majors. These opportunities will be posted at: http://las.depaul.edu/CurrentStudents/ScholarshipsOff/index.asp

Graduate students may be eligible for graduate assistantships, which package tuition waivers with a stipend, or full or partial tuition waivers. Contact Graduate Admission (GradDePaul@depaul.edu) or the graduate program of interest for more information about what opportunities exist.
Financial Aid

Information about financial aid is found at: http://www.depaul.edu/admission-and-aid/Pages/default.aspx

Graduate Admission

Applicants are admitted to the College of Liberal Arts and Social Sciences on the basis of their ability to complete programs of study and research prescribed for the master's and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

The admission process begins with an online application, found at: http://www.depaul.edu/admission-and-aid/Pages/default.aspx

Degree-Seeking Students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant’s proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor’s degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant’s proposed course of graduate study.

A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

Non-Degree Seeking Students

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program’s website for information about application requirements.

Non-Degree Seeking Status

The minimum requirements for this status are:
Bachelor's degree conferred by a regionally accredited institution
Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00)
Submission of official transcript from bachelor's degree granting college or university
Approval by the director of graduate admission.

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only.
When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements.

**Student-at-Large Status**

The College of Liberal Arts and Social Sciences may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own graduate dean.

A student-at-large must submit a graduate application. The supporting credentials required are an official transcript from the bachelor's granting college or university and a letter from the dean of the graduate school where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree program at DePaul University.

**DePaul Students and Five-Year Programs**

Students in any of the undergraduate colleges or schools of DePaul University are eligible to apply for admission to the College of Liberal Arts and Social Sciences while completing their undergraduate program. Some programs of study offer an accelerated master's degree that can be started in an undergraduate's senior year and completed in a minimum of one additional year. Further information about these "5-year programs" can be found within specific program descriptions in this Catalog.

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**About**

The purpose of the African & Black Diaspora Studies Program is to provide DePaul students with a systematic, interdisciplinary, and integrated course of study of Africa & the Black Diaspora. The Program provides students with an opportunity to earn a Bachelor of Arts degree in African & Black Diaspora Studies with a concentration in Africa, Black America, and/or Afro-Caribbean and Latin America. African & Black Diaspora Studies will also train students in comparative analysis of regions (e.g., peoples, religions, philosophies) through an incorporation of the study of history, power, identity, gender, and race. The Program’s offerings provide students with opportunities to learn about and develop expertise in the cultures, epistemologies, histories, sciences, and societies of Africans and peoples of African descent. The Program prepares students to pursue professions and careers that require a systematic knowledge of Africa and its Diaspora.

**Faculty**

Julie Moody-Freeman, Ph.D.,
Chair and Associate Professor
University of Illinois at Chicago

Amor Kohli, Ph.D.,
About

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

Faculty

Allison McCracken, Ph.D.
Program Co-Director and Associate Professor (American Studies)
University of Iowa

John Burton, Ph.D.
Program Co-Director and Associate Professor (American Studies)
College of William and Mary

Lori Pierce, Ph.D.
Associate Professor (American Studies)
University of Hawai‘i-Manoa

Program Committee Faculty

Jane Baxter, Ph.D.
Associate Professor (Anthropology)
University of Michigan

Amor Kohli, Ph.D.
Assistant Professor (African and Black Diaspora Studies)
Tufts University

Barbara Schaffer, M.A.
Instructor (English)
Washington University

Amy Tyson, Ph.D.
Assistant Professor (History)
University of Minnesota
Elizabeth Kelly, Ph.D.
Professor (Women's and Gender Studies, Irish Studies)
Rutgers University

Beth Zoufal, MA
Instructor & Debate Coach (College of Communication)
University of Illinois, Urbana

Eric Murphy Selinger, Ph.D.
Professor (English)
University of California, Los Angeles

Associated Faculty
James Brask, Ph.D.
Associate Professor (American Studies)
University of Northern Illinois

Jaime Hovey, Ph.D.
Visiting Assistant Professor (American Studies)

Elias (Eli) Vitulli, Ph.D.
Lecturer (American Studies)

Affiliated Faculty
Winifred Curran, Ph.D.
Geography

Laura Kina, MFA
Studio Art

Lucy Rinehart, Ph.D.
English

Traci Schlesinger, Ph.D.
Sociology

Paul Booth, Ph.D.
College of Communication

Jim Block, Ph.D
Political Science

Mark Pohlad, Ph.D
History of Art & Architecture

Barb Willard, Ph.D
College of Communication

Bill Johnson Gonzalez, Ph.D
English

Tom Foster, Ph.D
History
Anthropology is the comparative study of humanity, focusing on people in all places and throughout history and prehistory. Courses engage students in the analysis of beliefs, values, and practices from a perspective that understands societies on their own terms. This perspective includes comparing the similarities and differences among different groups and appreciating and valuing different ways of living. Students study other cultures in order to learn more about their own. This curriculum affords students the opportunity to see the interaction between "what we know" and "what we do" that lies at the heart of the study of humanity.

Our curriculum combines the best parts of a critical, creative, liberal arts education with practical, professional preparation. The major courses direct the student toward the subfields of cultural anthropology and archaeology, with a focus on applied research in these sub-fields. As part of the major, students engage in several research projects, including those that expose them to the application of anthropological knowledge for non-academic audiences, and to our archaeological field school. Out-of-class research projects in the City of Chicago are integral components of several courses. They graduate with an extensive knowledge of how anthropology is actually done. We bring students farther into this practical side of the discipline than any other B.A. program in the country.

Academic careers are attractive to some graduates, but more than half of all professional anthropologists work outside of academic institutions. Some of these careers include research for public and private organizations, administration and/or public policy on the local, regional, federal, or international level; research and work in museums; intercultural communication; advertising, marketing, and public relations; human resources, public health, health care, and law. They also contribute to non-governmental and international organizations. Within the context of administration or public policy, anthropologists are engaged in cultural resource management (CRM), monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions (i.e., parks and historical societies). Anthropology enhances other career paths, such as modern languages, international studies, international relations, cultural studies, and international business. Students will have completed at least four ethnographic research projects and be certified in archaeological research skills by the time they graduate.

The extensive ethnographic research experience qualifies students with B.A. degrees to work in both non-profit (social service agencies) and for-profit (marketing, design, user-based) research settings. The archaeological certification opens avenues for careers in cultural resource management (CRM), and monitoring the preservation of cultural resources for national parks, museums, and state or municipal cultural institutions.
Faculty

Robert Rotenberg, Ph.D.
Professor and Chair
University of Massachusetts, Amherst

Jane Eva Baxter Ph.D.
Associate Professor
University of Michigan, Ann Arbor

Nila Ginger Hofman, Ph.D.
Associate Professor
Purdue University

Morag Kersel, Ph.D.
Assistant Professor
Cambridge University

Larry W. Mayo, Ph.D.
Associate Professor
University of California, Berkeley

John Mazzeo, Ph.D.
Assistant Professor
University of Arizona

About

The Department of Art, Media, and Design (AMD) offers a general curriculum which identifies and promotes continuing contact with the enduring values of our artistic heritage and the application of these values to the future. The educational aim of the department is to provide, through individualized instruction, a broad foundation in art practice and art history. The curriculum emphasizes fundamental artistic concepts through problem solving and experimentation.

Students can take advantage of the small class sizes and personalized instruction from studio and media art faculty. Among area universities, the department now boasts two of the finest digital computer laboratories dedicated solely to studio and media arts. Our newly renovated facility features two darkrooms, two computer digital laboratories, a teaching exhibition space, wood and metal sculpture studios, and dedicated studios for video, photography, digital imaging, sculpture, printmaking, painting and drawing.
Faculty

M.A. Papanek-Miller, M.F.A.
Professor and Chair
The University of Houston, Texas

Gagik Aroutiunian, M.F.A. (on leave Winter-Spring 2013)
Associate Professor
Towson University, Maryland

Paola Cabal, M.F.A.
Lecturer
School of the Art Institute of Chicago, Illinois

Jeff Carter, M.F.A.
Associate Professor
School of the Art Institute of Chicago, Illinois

Thomas Denlinger, M.F.A.
Visiting Assistant Professor
School of the Art Institute of Chicago, Illinois

Mary Jane Duffy, M.F.A.
Lecturer
Northwestern University, Illinois

Mark Elder, C.M., M.F.A.
Lecturer
University of Denver, Colorado

Susan Giles, M.F.A.
Lecturer
Northwestern University, Illinois

Matthew Girson, M.F.A.
Associate Professor
University of Illinois at Chicago, Illinois

Steve Harp, M.F.A.
Associate Professor
University of Illinois at Chicago, Illinois

Annie Heckman, M.F.A.
Visiting Assistant Professor
New York University, New York

Jeremiah Hulsebos-Spofford, M.F.A.
Lecturer
University of Illinois at Chicago, Illinois

Laura Kina, M.F.A. (on leave Winter 2013)
Associate Professor and Vincent de Paul Professor
University of Illinois at Chicago, Illinois

Margaret Lanterman, M.F.A.
Lecturer
University of Illinois at Chicago, Illinois
Zachary Ostrowski, M.F.A.
Assistant Professor
Cranbrook Academy of Art, Michigan
Adam Schrieber, M.F.A.
Assistant Professor
The University of Texas at Austin, Texas
Jordan Schulman, M.F.A.
Visiting Assistant Professor
The University of Chicago, Illinois
Brian Sikes, M.F.A. (on leave 2012-2013)
Associate Professor
University of Illinois at Chicago, Illinois
Bibiana Suarez, M.F.A.
Professor and Vincent de Paul Professor
School of the Art Institute of Chicago, Illinois
Tzu Ching Yin, M.F.A. (on leave Winter 2013)
Associate Professor
School of the Art Institute of Chicago, Illinois
Mark Zlotkowski, M.F.A.
Lecturer
Northwestern University, Illinois

About

The Department of Catholic Studies is intellectual in focus and interdisciplinary in nature. Rigorous intellectual study, a deepened critical understanding and an appreciation of the Catholic contribution to human civilization are its main goals. The program explores Roman Catholicism as a religious and cultural reality that expresses and motivates multiple forms of human expression. All members of the university are invited to participate in the scholarly examination of Catholicism and the development of Catholic thought. True to DePaul’s tradition, no religious test is applied to either students or faculty participating in the department. In addition to the offerings of DePaul University, upper-level students in the program in Catholic Studies are able to take selected courses at the Catholic Theological Union at Chicago. The cooperative relationship between DePaul and CTU opens to students in the program the resources of the largest Catholic school of theology and ministry in North America. The Catholic Studies major is designed to give students with differing learning objectives and career goals maximum flexibility in the design of their Bachelor of Arts degree. In order to ensure intellectual coherence in their program, all students are expected to meet quarterly with their academic advisor to design a course of study, refine their learning goals, and select classes that meet their educational and professional objectives.
Faculty

Michael Budde, Ph.D.
Chair, Department of Catholic Studies
Professor (Catholic Studies and Political Science)
Northwestern University

Peter Casarella, Ph.D.
Professor
Yale University

William Cavanaugh, Ph.D.
Professor
Duke University

Emanuele Colombo, Ph.D.
Assistant Professor
Università degli Studi di Padova

Matthew Maguire, Ph.D.
Associate Professor
Harvard University

Sheryl Overmyer, Ph.D.
Assistant Professor
Duke University

Karen Scott, Ph.D.
Associate Professor (Catholic Studies and History)
University of California, Berkeley

About

Community service is an integral part of American life. It is often equated with volunteerism of all sorts. However, engaging in service to communities raises complex issues that go beyond teaching a child to read, feeding the homeless, or tutoring English to a newly arrived immigrant. Issues of social justice, including race, class, language, socioeconomic standing, cultural sensitivity and privilege, pervade most activities we associate with community service. Community Service Studies is an interdisciplinary experiential learning program that offers students a context for critically reflecting upon and engaging in service and volunteerism.

Faculty

Jacqueline Lazu, Ph.D.
Director of Community Service Studies
Associate Professor of Modern Languages
Stanford University
About

The Comparative Literature minor is designed for students who combine the drive and the ability to master foreign languages with a strong commitment to theoretical and interdisciplinary approaches to literature. Students must do a substantial portion of their work in at least one foreign language.

Although students will take many of their courses in the departments of their elected literary fields, the program in comparative literature is distinguished from national literature departments by its comparative scope and by the requirement of seminars that focus on fundamental theoretical questions regarding the nature of literature and literary inquiry. The requirements for the minor are designed to allow each student to follow a course of study that combines intellectual rigor with the pursuit of personal interests.

Faculty

Elizabeth Rottenberg, Ph.D.
   Director of Comparative Literature
   Associate Professor (Philosophy)
   The Johns Hopkins University

Pascale-Anne Brault, Ph.D.
   Professor (Modern Languages)
   New York University

Gary Cestaro, Ph.D.
   Associate Professor (Modern Languages)
   Harvard University

Tina Chanter, Ph.D.
   Professor (Philosophy)
   State University of New York at Stony Brook

Jason Hill, Ph.D.
   Professor ( Philosophy)
   Purdue University

Elizabeth Millan-Breslan, Ph.D.
   Professor (Philosophy)
   State University of New York at Buffalo

Gerald P. Mulderig, Ph.D.
   Associate Professor (English)
   The Ohio State University

Michael Naas, Ph.D.
   Professor (Philosophy)
Economics analyzes the manner in which scarce resources are utilized to satisfy the wants and needs of people and society. The Economics Department offers courses that formulate, interpret, and explore ideas concerning such topics as unemployment, inflation, production and distribution, economic growth, and international economic relations. Courses emphasize the need for accurate knowledge of business institutions and economic phenomena, for theories capable of explaining these phenomena, for estimating relationships among economic variables, and for testing explanations. This analysis then forms the foundation for policy applications and recommendations on a wide range of issues.

Students learn to analyze economic data to identify and address problems that arise in a changing national and global economy, while studying the broader historical and social context in which economic relationships occur and economic policies are applied. In addition to economic theory and quantitative methods, courses cover a range of topics such as international trade, urban economics, economic history, the role of the government in the economy, money and banking, economic development, labor markets, poverty, environmental economics, and gender.

The department prepares students for careers in business, financial institutions, government and public service, graduate work in economics, law and in other areas such as business administration.

DePaul offers Economics as both a major and minor field of study through both the College of Liberal Arts and Social Sciences and the College of Commerce. In addition, the Department of Economics offers the Accelerated Bachelor-Master of Science in Economics and Policy Analysis that leads to completion of both the undergraduate and graduate degrees in five years.
Faculty

Thomas D. Donley, Ph.D.
Professor & Chairman
University of Wisconsin

Bala Batavia, Ph.D.
Professor
North Carolina State University

John Berdell, Ph.D.
Associate Professor
University of Cambridge

Burhan Biner, Ph.D.
Visiting Assistant Professor
University of Minnesota

Gabriella Bucci, Ph.D.
Associate Professor
The Johns Hopkins University

Jin Choi, Ph.D.
Associate Professor
Iowa State University

James E. Ciecka, Ph.D.
Professor
Purdue University

Seth Epstein, Ph.D.
Associate Professor
University of Arizona

Animesh Ghoshal, Ph.D.
Professor
University of Michigan

Robert Kallen, J.D., M.A.
Visiting Assistant Professor
Washington University

Anthony Krautmann, Ph.D.
Professor
University of Iowa

Paul Kubik, Ph.D.
Visiting Assistant Professor
University of Tennessee

Ryan Lampe, Ph.D.
Harvard University

**Adjunct Faculty**

Peter Bernstein, M.B.A.

Adjunct Faculty
University of Chicago

Floyd R. Dill, Ph.D.

Professor Emeritus
Cornell University

Liliana Fargo, Ph.D.

Adjunct Faculty
University of Chicago

Lawrence J. Frateschi, Ph.D.

Adjunct Faculty
University of Illinois at Chicago

Donald Hanson, Ph.D.

Adjunct Faculty
University of Illinois

Elizabeth Hart, Ph.D.

Adjunct Faculty
Louvain University

Teresa Klier, Ph.D.

Adjunct Faculty
Michigan State University

Jin Man Lee, Ph.D.

Adjunct Faculty
University of Illinois

Frank Limehouse, Ph.D.

Adjunct Faculty
Clemson University

Ingunn M. Lonning, Ph.D.

Adjunct Faculty
University of Oslo

Antonio Morales Pita, Ph.D., D.Sc.

Adjunct Faculty
Ukrainian Academy of Sciences

Norman L. Rosenstein, M.A.
About

The study and practice of reading and writing literature are central to a liberal arts education and foster skills that are critical to success in virtually all professional and personal contexts. The English department at DePaul boasts an innovative and engaging curriculum, a faculty of vibrant and highly accomplished teacher-scholars, friendly and efficient staff, committed advisors, outstanding students, and exciting opportunities for internships and other co-curricular involvement.

The department's curriculum unites historical and theoretical perspectives in literary study with sustained practice in creative and analytical writing. It encourages critical and creative thought, fosters research and communication skills, and develops a student's ability to negotiate diverse perspectives and points of view.

The English undergraduate program--one of the largest in the College--offers two concentrations, Literary Studies and Creative Writing, as well as two minor programs, Literature and Creative Writing. Junior English majors interested in graduate study can apply to the combined bachelor's/master's program in English, and those interested in teaching high school English can apply to the TEACH Program, a combined bachelor's/master's program developed and taught with faculty in the College of Education. The department also houses two graduate programs, the Master's in English and the Master's in Writing and Publishing. Students in these two programs can elect to complete a certificate in Teaching English in Two Year Colleges.
Faculty

Lucy Rinehart, Ph.D.
Associate Professor and Chair
Columbia University

Craig A. Sirles, Ph.D.
Associate Professor and Associate Chair
Northwestern University

Rebecca Cameron, Ph.D.
Associate Professor and Director, Undergraduate Studies
University of Toronto

Robert Meyer, Ph.D.
Associate Professor and School of Education Liaison
Florida State University

Michele Morano, M.F.A., Ph.D.
Associate Professor and Director, M. A. in Writing and Publishing Program
University of Iowa

John Shanahan, Ph.D.
Associate Professor and Director, M.A. in English
Rutgers University

Richard Squibbs, Ph.D.
Assistant Professor and Director, Combined B.A./M.A. Program
Rutgers University

Carolyn Goffman, Ph.D.
Instructor and Coordinator of the Certificate in Teaching English in Two-Year Colleges
Ball State University

Chris Green, M.F.A.
Instructor and Coordinator of Professional Internships
Bennington College

David Welch, M.F.A.
Instructor and Coordinator of the Literacy Outreach Program
University of Alabama

Theodore G. Anton, M.A., M.F.A.
Professor
University of Iowa

Anne Clark Bartlett, Ph.D.
Professor
University of Iowa

Barrie Jean Borich, M.F.A.
Assistant Professor
Pacific Lutheran University
Ellin M. Kelly, Ph.D.
Professor Emerita
University of Wisconsin

Lesley Kordecki, Ph.D.
Professor
University of Toronto

Helen Marlborough, Ph.D.
Associate Professor Emerita
Brown University

Paula McQuade, Ph.D.
Associate Professor
University of Chicago

Gerald P. Mulderig, Ph.D.
Associate Professor
The Ohio State University

James H. Murphy, Ph.D.
Professor
University College Dublin

Margaret M. Neville, Ph.D.
Professor Emerita
Loyola University

Kathleen Rooney, M.F.A.
Visiting Assistant Professor
Emerson College

Francesca Royster, Ph.D.
Professor
University of California, Berkeley

Eric Murphy Selinger, Ph.D.
Professor
University of California, Los Angeles

Frank Sherman, Ph.D.
Professor Emeritus
University of California, Berkeley

Gary Smith, Ph.D.
Associate Professor
Stanford University

Daniel Stolar, M.F.A.
Associate Professor
University of Arizona

Mark Turcotte, M.F.A.
Visiting Assistant Professor
Western Michigan University
Special Programs

Internships

English students can qualify for a variety of internships, receiving significant on-the-job experience in such areas as research, writing, editing, publishing, law, corporate communications, non-profit work, and library science. Sophomores, juniors, and seniors can receive as many as 4 hours of credit toward their major (junior-year experiential-learning credit is also possible). Students might locate an internship on their own or receive assistance from Chris Green, Director of Internships in Writing and Publishing. Quarterly Career Nights (featuring panels of professionals) and Career Workshops (emphasizing internship- and job-finding skills) will also enhance students' opportunities and experience.

About

Located in the Lincoln Park neighborhood on Chicago's north side, DePaul's Department of Geography was founded in 1948. Over the last sixty-five years, the Department has grown and developed to reflect changes in the geographic discipline, in technology, and the labor market. Today, the Department includes seven full-time faculty members and six contingent faculty instructors, teaching a wide variety of courses within several sub-disciplinary and topical areas. Geography offers courses in every Liberal Studies Program Learning Domain, making it an ideal program of study for students interested in double majoring, or adding a 6-course minor.

As the largest geography department in the Chicago metropolitan region, we are positioned extremely well to be the major provider of post-secondary and professional Geography degrees and certificates. With our commitment to critical human geography and to strong specializations in Urban Geography, Geotechnologies (Geographic Information Systems and Remote Sensing), Cultural, and Environmental Geography, we offer high quality programs that lead to careers in government, GIS, community and international development, environmental management, and intelligence, to name a few. Many Department of Geography alumni continue their studies at the graduate level in geography, planning, and other natural and social sciences. Recent graduates have joined M.A. or Ph.D. programs in geography, urban planning, urban studies, and international relations at universities such as Syracuse University, Rutgers University, University of Illinois at Chicago, the University of Chicago, UCLA, University of Kentucky and the University of Colorado at Boulder.

Faculty

Alec Brownlow, Ph.D.
   Associate Professor
   Clark University

Winifred Curran, Ph.D.
Affiliated Faculty

Kaveh Ehsani
Assistant Professor, International Studies
MA in Regional Planning (University of Massachusetts-Amherst)

Sanjukta Mukherjee, Ph.D.
Assistant Professor, Women's and Gender Studies
Syracuse University

Heidi Nast, Ph.D.
Professor, International Studies
McGill University

Howard Rosing, Ph.D.
Executive Director, Steans Center for Community-based Service Learning
State University of New York-Binghamton

Carolina Sternberg, Ph.D.
Assistant Professor, Latino and Latin American Studies
University of Illinois Urbana-Champaign

Adjunct Faculty

Carrie Breitbach, Ph.D.
Syracuse University

Kara E. Dempsey, Ph.D.
University of Wisconsin-Madison

John Goldman, M.S.
Penn State University

Nandhini Gulasingam, M.S.
About

In 2005, faculty from the College of Liberal Arts and Social Sciences, Communications and the Law School and staff from the Office of Multicultural Student Affairs and students from DePaul's Asian Cultural Exchange (ACE) worked with the support of the Dean's Office of LAS to found the Asian American Studies minor program. Our first two minors graduated in the spring of 2008. The program name was changed in 2010 to "Global Asian Studies" to reflect the transnational and diasporic emphasis of our program and the field of Asian American Studies more generally and to reflect DePaul's existing strengths in Asian studies.

Faculty

Program Director
Elizabeth Lillehoj, Ph.D.
Professor History of Art & Architecture
Columbia University

Program Faculty
L. Joyce Mariano
Lecturer in Global Asian Studies
University of Minnesota

Affiliated Faculty
Nobuko Chikamatsu, Ph.D.
Associate Professor of Modern Languages/Japanese Studies
University of Illinois, Urbana-Champaign

Sumi Cho, J. D., Ph.D.
Professor of Law
University of California at Berkeley

June Chung, Ph.D.
Associate Professor of English
University of California, Los Angeles

Camilla Fojas, Ph.D.
The Department of History offers a full, rich curriculum in undergraduate and graduate education. Currently the home to more than 35 full and part-time faculty and approximately 300 majors and minors, the department offers courses on the Lincoln Park and Loop Campuses. The undergraduate program offers a standard curriculum plus concentrations in public history and pre-law.

Faculty

Thomas Foster, Ph.D.,
Associate Professor and Chair
Johns Hopkins University

James P. Krokar, Ph.D.,
Associate Professor and Associate Chair
Indiana University

Lisa Sigel, Ph.D.,
Associate Professor and Undergraduate Director
Carnegie-Mellon University

Brian Boeck, Ph.D.,
Associate Professor and Graduate Director
Harvard University

Tera Agyepong, J.D./Ph.D., (A.B.D.),
Assistant Professor
Northwestern University

Eugene Beiriger, Ph.D.,
Associate Professor
University of Illinois at Chicago

Scott Bucking, Ph.D.,
Associate Professor
Cambridge University

Thomas Croak, C.M., D.A., J.D.,
Associate Professor Emeritus
Carnegie-Mellon University, DePaul University

Colleen Doody, Ph.D.,
Associate Professor
University of Virginia

Albert Erlebacher, Ph.D.,
Professor Emeritus
University of Wisconsin, Madison

Ellen T. Eslinger, Ph.D.,
Professor
University of Chicago

Robert Garfield, Ph.D.,
Associate Professor
Northwestern University

Daniel Goffman, Ph.D.,
Professor Emeritus
University of Chicago

Thomas Krainz, Ph.D.,
Associate Professor
University of Colorado

Howard O. Lindsey, Ph.D.,
Assistant Professor
University of Michigan

Matthew Maguire, Ph.D.,
Associate Professor
Harvard University

Felix Masud-Piloto, Ph.D.,
Professor
Florida State University

Rajit Mazumder, Ph.D.,
Associate Professor
University of London

Richard J. Meister, Ph.D.,
Professor Emeritus
Notre Dame University

Thomas R. Mockaitis, Ph.D.,
Professor
University of Wisconsin, Madison

Juan Mora-Torres, Ph.D.,
Associate Professor
University of Chicago

Ogenga Otunnu, Ph.D.,
Associate Professor
York University
Kerry Ross, Ph.D.,
Assistant Professor
Columbia University

Ana Schaposchnik, Ph.D.,
Assistant Professor
University of Wisconsin, Madison

Warren C. Schultz, Ph.D.,
Professor and Associate Dean
University of Chicago

Karen Scott, Ph.D.,
Associate Professor
University of California, Berkeley

Cornelius Sippel, Ph.D.,
Professor Emeritus
University of Michigan

Margaret M. Storey, Ph.D.,
Associate Professor
Emory University

Roshanna Sylvester, Ph.D.,
Associate Professor
Yale University

Arthur W. Thurner, Ph.D.,
Professor Emeritus
University of Chicago

Valentina Tikoff, Ph.D.,
Associate Professor
Indiana University

Amy Tyson, Ph.D.,
Assistant Professor
University of Minnesota

Edward Udovic, C.M., Ph. D.,
Associate Professor
Catholic University of America

Benton Williams, J.D., Ph.D.,
Assistant Professor
University of Arkansas-Fayetteville
University of Missouri-Columbia

Julia Woesthoff, Ph.D.,
Assistant Professor
Michigan State University

James Wolfinger, Ph.D.,
Associate Professor (Joint appointment with College of Education)
Northwestern University
About

The Department of the History of Art and Architecture offers a curriculum that identifies and promotes continuing contact with the enduring values of the world’s artistic heritage and the application of these values to the future. It provides a broad foundation in the history of art and architecture that emphasizes the exquisitely diverse ways that peoples across time and place have inscribed their most cherished cultural traditions into their material world.

Faculty

Susan Solway, Ph.D.
Professor and Chair
Northwestern University

Elena Boeck, Ph.D.
Assistant Professor
Yale University

Delia Cosentino, Ph.D.
Associate Professor
UCLA

Mark Delancey, Ph.D.
Assistant Professor
Harvard University

Joanna Gardner-Huggett, Ph.D.
Associate Professor
Rutgers University

Paul Jaskot, Ph.D.
Professor
Northwestern University

Patricia Kelly, Ph.D.
Assistant Professor
University of British Columbia

Elizabeth Lillehoj, Ph.D.
Associate Professor
Columbia University

Mark Pohlad, Ph.D.
Associate Professor
University of Delaware

Simone Zurawski, Ph.D.
About

The Interdisciplinary Studies Program (IDS) is an innovative, flexible, and highly individualized graduate program designed to meet students’ academic and professional goals. The program gives students the opportunity to design a program of study tailored to their own needs and interests. When students choose IDS, they take on the exciting challenge of creating their own curriculum and unique plan for learning. Creating an individualized program requires maturity, self-motivation, and independence. Students seeking a combination of flexible options and academic challenges are natural IDS candidates. IDS is a creative alternative to more rigid traditional, discipline-specific programs. Students can build their particular academic or professional interests and concentrate on specialized fields that are not available in traditional graduate programs.

The program offers students individualized cross-disciplinary majors, incorporating courses drawn from social sciences, humanities, business, computer and information science, and public service.

The program offers the following:

- Individual, self-designed graduate program of study that builds on specific academic and professional interests.
- Ability to combine various academic disciplines in chosen areas of study.
• Choice of courses in most colleges and schools.

Faculty

David L. Gitomer, Ph.D.
Director and Associate Professor
Columbia University

Susan Dean Jacobs, M.A.
Associate Director
Northern Illinois University

About

For more detailed and up to date information, please visit the International Studies Department Website.

The Department of International Studies offers a Bachelor of Arts (B.A.) degree and a Master of Arts (M.A.) degree within the College of Liberal Arts and Social Sciences. Our programs are designed to equip students with the interdisciplinary approach, critical thinking skills, and international perspectives necessary to address real world challenges. Our faculty and affiliated faculty come from diverse academic backgrounds and share a commitment to fostering critical thinking through a rigorous interdisciplinary curriculum founded in critical social theory and international political economy.

The B.A. and M.A. curricula are unique within the Midwest and far beyond for their interdisciplinary approach to international studies and their commitment to placing the themes of power and inequality at the heart of academic inquiry. Unlike conventional programs that focus on international security and economy, our program addresses the economic in conjunction with the political and social. Moreover, all students are expected to develop and maintain proficiency in a language other than English. Students learn to think in more international and interdisciplinary contexts, to value social and cultural complexity, and to question conventional wisdom. As a result, our students often engage in activism and social justice work in Chicago, nationally, and internationally.

Faculty

The department houses six core faculty and two adjunct faculty whose research and teaching interests include postcolonial theory, Middle East politics, critical social theory, migration and diaspora studies, gender and sexuality, critical development studies, international law, international political economy, and social movements. As an interdisciplinary program, we involve faculty from across the university in teaching classes, hosting events, and advising students. Affiliated faculty come from Political Science, History, Geography, Modern Languages, Latin American and Latino Studies, Anthropology, African and Black Diaspora Studies, Religious Studies, Educational Policy Studies, Environmental Sciences, and Women's and Gender Studies. Despite the varied teaching and research interests, faculty members share a commitment to examining the world critically through an interdisciplinary and international lens.

Kaveh Ehsani
DePaul University

DePaul University Winter/Spring 2013
Assistant Professor (International Studies)  
Leiden University; Faculty of Social Sciences, Ph.D. Expected 2013

Gil Gott, Ph.D., J.D.  
Associate Professor (International Studies)  
University of California, Berkeley

Daniel Kamin, M.A.  
Adjunct Professor (International Studies)  
Columbia University, School of International and Public Affairs

Larisa Kurtovic  
Adjunct Professor (International Studies)  
University of California, Berkeley, Ph.D. Expected 2012

Shiera Malik, Ph.D.  
Assistant Professor (International Studies)  
Trinity College, Dublin, Ireland

Michael McIntyre, Ph.D.  
Associate Professor and Department Chair (International Studies)  
University of Chicago

Antonio Morales-Pita, Ph.D.  
Assistant Professor (International Studies)  
Institute of Economics of the Ukrainian Academy of Sciences

Heidi J. Nast, Ph.D.  
Professor (International Studies)  
McGill University

Shalija Sharma, Ph.D.  
Associate Professor (English and International Studies)  
State University of New York at Stony Brook

Affiliated Faculty

Clement Adibe, Ph.D.  
Associate Professor (Political Science)  
Queens University, Kingston, Ontario

Eugene Beiriger, Ph.D.  
Associate Professor (History)  
University of Illinois, Chicago

Winifred Curran, Ph.D.  
Associate Professor (Geography)  
Clark University

Kara Dempsey, Ph.D.  
Visiting Assistant Professor (Geography Department)  
University of Wisconsin-Madison

Rocio Ferreira, Ph.D.  
Associate Professor (Modern Languages)  
University of California, Berkeley

Euan Hague, Ph.D.  
Associate Professor (Geography)  
Syracuse University

Stephen Haymes, Ph.D.  
Associate Professor (Educational Policy Studies and Research)  
Miami University

Liam Heneghan, Ph.D.  
Professor (Environmental Sciences)  
University College, Dublin, Ireland
Ireland is a small island to the northwest of the European mainland. Yet it has a compelling history and has made a major impact on the world. Irish Americans, for example, have played a significant role in the development of the United States.

The history of Ireland is an extraordinary tale of conflict and accommodation. Ireland’s complex interaction with its neighboring island Britain has meant that the study of its history raises all kinds of important questions concerning the formation of national identities; the relationship between culture and language and politics; the interaction between religion and community experience; and the struggle of the state to gain legitimacy.
Irish literature is in the front rank of world literatures. Jonathan Swift, James Joyce, W.B. Yeats, George Bernard Shaw, Samuel Beckett and Seamus Heaney have excelled in fiction, poetry and drama. Irish artists and entertainers from U2's Bono to Liam Neeson and Colin Farrell are prominent on today's international scene.

Initiated in the autumn of 2005, the minor in Irish studies at DePaul is an interdisciplinary program within the College of Liberal Arts and Social Sciences. It takes six courses to meet the requirements for the minor. Students take courses relevant to Ireland in history and English literature and from subjects such as geography, women's studies, environmental science, religious studies and political science.

Faculty

Elizabeth A. Kelly, Ph.D.
Professor of Women's and Gender Studies and Director of Irish Studies
Rutgers University

Eugene Beiriger, Ph.D.
Associate Professor of History
University of Illinois at Chicago

James Fairhall, Ph.D.
Associate Professor of English
State University of New York at Stony Brook

Euan Hague, Ph.D.
Associate Professor and Chair of Geography
Syracuse University

Liam J. Heneghan, Ph.D.
Professor of Environmental Science
University College Dublin (National University of Ireland)

John T. Leahy, S.T.D.
Associate Professor Emeritus of Religious Studies
Marianum, Rome

Mary McCain
Instructor of History, Catholic Studies and Religious Studies
University of Chicago

Thomas Mockaitis, Ph.D.
Professor of History
University of Wisconsin, Madison

James H. Murphy, Ph.D., D.LITT., F.R.Hist.S.
Professor of English
University College Dublin (National University of Ireland)

Farrell O'Gorman, Ph.D.
Associate Professor of Catholic Studies
University of North Carolina at Chapel Hill

Alex G. Papadopoulos, Ph.D.
Associate Professor of Geography
University of Chicago
About

Our program grounds students in a study of Islam as a worldview/civilization and living reality. The program engages students in exploring primary texts, history, global Muslim communities and regional issues of the Islamic world. Three assumptions undergird the philosophy of this program: Islam is a religious tradition, an historical civilization and a living reality; it has interacted with all known forms of government and thus produced varied cultural expressions; and the religious core ties all of these cultural expressions together.

Students will not only investigate the history of Islam, major texts and ideas and sources in their coursework, but will also focus intensively on specific aspects of global Islamic experiences. Included in this coursework are the opportunities to take a closer look at the various histories of Islam in places such as the Middle East, Africa, South Asia, Central Asia, Europe and the Americas. Central to this project is a focus on specific contexts, local communities and individuals that continue to shape the legacies of Islam in their unique contexts.

This approach to the study of Islam is currently unmatched anywhere else in the United States and perhaps the world.

Faculty

Aminah Beverly McCloud, Ph.D.
Professor (Religious Studies)
Director (Islamic World Studies)
Editor (Journal of Islamic Law and Culture)
Temple University

Khaled Keskh, Ph.D.
Associate Professor (Religious Studies)
University of Chicago

Affiliated Faculty

Nesreen Akhtarkhavari, Ph.D.
Associate Professor (Modern Languages)
Florida State University

Scott Hibbard, Ph.D.
Associate Professor (Political Science)
Johns Hopkins University

John T. Karam, Ph.D.
About

The Latin American and Latino Studies Program explores the cultural contributions of Latin Americans to the global community and highlights perspectives and traditions that have developed in the region. It analyzes the multicultural character of the peoples of Latin America by calling attention to the complex interplay among Indigenous, European, Semitic, Arab, Asian and African societies in the region. It explores the profound linkage that has emerged between Latin America and the United States, particularly through the construction of Latino communities in the U.S.

Faculty

Lourdes Torres, Ph.D.
Chair and Professor, Latin American and Latino Studies
University of Illinois at Urbana

Marisa Alicea, Ph.D.
Associate Professor and Dean, School of New Learning
Northwestern University

Luisela Alvaray, Ph.D.
Assistant Professor, College of Communication
University of California, Riverside

Maria Beltran-Vocal, Ph.D.
Professor, Modern Languages
University of California, Riverside
Glen Carman, Ph.D.
Associate Professor, Modern Languages
Cornell University

Delia A. Cosentino, Ph.D.
Associate Professor, History of Art and Architecture
University of California at Los Angeles

Rene De Los Santos, Ph.D.
Assistant Professor, Writing, Rhetoric and Discourse
University of California at Santa Barbara

Rocio Ferreira, Ph.D.
Associate Professor, Modern Languages
University of California at Berkeley

Camilla Fojas, Ph.D.
Professor, Latin American and Latino Studies
New York University

David Akbar Gilliam, Ph.D.
Assistant Professor, Modern Languages

Juana Goergen, Ph.D.
Associate Professor, Modern Languages
State University of New York, Stony Brook

Maria Hinojosa
Sor Juana Ines de la Cruz Chair

Paul Jaskot, Ph.D.
Professor, Art and Art History
Northwestern University

Bill Johnson Gonzalez, Ph.D.
Assistant Professor, English
Harvard University

John Tofik Karam, Ph.D.
Assistant Professor, Latin American and Latino Studies
Syracuse University

Jacqueline Lazu, Ph.D.
Assistant Professor, Modern Languages
Stanford University

Elizabeth Martinez, Ph.D.
Professor, Latin American and Latino Studies
University of New Mexico

Martha Martinez, Ph.D.
Assistant Professor, Sociology

Maria Masud, M.A.
Lecturer, Modern Languages
Florida State University
Felix Masud-Piloto, Ph.D.
Professor, History
Florida State University, Tallahassee

Elizabeth Millan, Ph.D.
Associate Professor, Philosophy
State University of New York at Buffalo

Juan Mora-Torres, Ph.D.
Associate Professor, History
University of Chicago

Elsa Saeta, M.A.
Lecturer, Latin American and Latino Studies
Director of Women’s Center

Ana Schaposchnik, Ph.D.
Assistant Professor, History
University of Wisconsin - Madison

Jose Soltero, Ph.D.
Associate Professor, Sociology
University of Arizona

Sonia Soltero, Ph.D.
Associate Professor, School of Education
University of Arizona

Rose Spalding, Ph.D.
Professor, Political Science
University of North Carolina, Chapel Hill

Bibiana Suarez, M.F.A.
Professor, Art & Art History
The School of the Art Institute of Chicago

About

The LGBTQ Studies program posits sex and sexuality as central analytical categories within many different fields of inquiry. This emerging discipline scrutinizes the cultural production, dissemination, and vicissitudes of sexuality while attempting to decipher the meanings inscribed in the practices and discourses of sex. We may say that LGBTQ Studies does for sex and sexuality what women’s studies does for gender. It has grown out of women’s and gender studies, cultural studies, and the post-1969 discourse on the politics of sexuality both in the public sphere and the more limited arena of scholarly endeavor.
Faculty

Committee

Douglas Bruce, Ph.D.

    Research Scientist, Master of Public Health
    University of Illinois at Chicago

Gary Cestaro, Ph.D.

    Associate Professor, Modern Languages
    Harvard University

Michael DeAngelis, Ph.D.

    Associate Professor, Communication
    University of Texas

Camilla Fojas, Ph.D.

    Professor, Latin American & Latino Studies
    New York University

Thomas A. Foster, Ph.D.

    Associate Professor, History
    The Johns Hopkins University

Dustin Goltz, Ph.D.

    Assistant Professor, Communication
    Arizona State University

Bill Johnson Gonzalez, Ph.D.

    Assistant Professor, English
    Harvard University

Kelly Kessler, Ph.D.

    Assistant Professor, Communication
    University of Texas

Kate Kane, Ph.D.

    Instructor, Women’s & Gender Studies
    University of Minnesota

Miho Matsugu, Ph.D.

    Assistant Professor, Modern Languages
    University of Chicago

Allison McCracken, Ph.D.

    Associate Professor, American Studies
    University of Iowa

Darrell Moore, Ph.D.

    Associate Professor and Program Director, Philosophy
    Northwestern University

Gerald Mulderig, Ph.D.

    Associate Professor, English
    The Ohio State University
About

The Master of Arts in Liberal Studies (MALS) program offers a multidisciplinary approach to graduate education which emphasizes liberal education and enhanced intellectual skills that are valuable in a wide variety of careers. It is particularly designed for serious learners, or those who wish to become serious learners, from recent college graduates to men and women in later life.
The Master of Arts in Liberal Studies program draws on faculty from throughout the College of Liberal Arts and Social Sciences at DePaul. The following faculty represent those who have been active in the program in the current academic year.

David Brenders, Ph.D.
Associate Professor (Communication)
Purdue University

John Burton, Ph.D.
Associate Professor (American Studies)
College of William and Mary

Ada Shu-Ju Cheng, Ph.D.
Associate Professor (Sociology)
University of Texas at Austin

James Fairhall, Ph.D.
Associate Professor (English)
State University of New York at Stony Brook

Laila Farah, Ph.D.
Assistant Professor (Women's and Gender Studies)
Southern Illinois University

Frida Furman, Ph.D.
Professor (Religious Studies)
University of Southern California

Jonathan Gross, Ph.D.
Professor (English)
Columbia University

Randall Honold, Ph.D.
Assistant Dean for Academic Services
Adjunct Professor (Philosophy and Environmental Studies)
DePaul University

Sandra Jackson, Ph.D.
Professor (Women's and Gender Studies)
Director, Center for Black Diaspora
University of California at Berkeley

Paul Jaskot, Ph.D.
Associate Professor (History of Art and Architecture)
Northwestern University
Beth Kelly, Ph.D.

Associate Professor (Women's and Gender Studies)
Rutgers University

John Koval, Ph.D.

Associate Professor (Sociology)
University of Oregon at Eugene

Elizabeth Lillehoj, Ph.D.

Associate Professor (History of Art and Architecture)
Columbia University

Paula McQuade, Ph.D.

Associate Professor (English)
University of Chicago

Alexandra Murphy, Ph.D.

Associate Professor (Communication)
University of South Florida

Alex Papadopoulos, Ph.D.

Associate Professor (Geography)
University of Chicago

Mark Pohlad, Ph.D.

Associate Professor (History of Art and Architecture)
University of Delaware

Lucy Rinehart, Ph.D.

Associate Professor (English)
Columbia University

Francesca Royster, Ph.D.

Associate Professor (English)
University of California at Berkeley

Ann Russo, Ph.D.

Associate Professor (Women's and Gender Studies)
University of Illinois

Karen Scott, Ph.D.

Associate Professor (History)
University of California at Berkeley

Warren C. Schultz, Ph.D.

Associate Professor (History)
University of Chicago

Eric Selinger, Ph.D.

Associate Professor (English)
University of California at Los Angeles

Rose Spalding, Ph.D.

Professor (Political Science)
University of North Carolina

Charles R. Strain, Ph.D.

Professor (Religious Studies)
About

The Military Science Department offers students, as an adjunct to their major field of study, the opportunity to achieve commissions as Army officers in either the active Army, the U.S. Army Reserve, or National Guard through the Reserve Officers’ Training Corps (ROTC) program. The program develops leadership, managerial potential, and the qualities of self-discipline, confidence, personal integrity, and individual responsibility. Emphasis is on learning through doing. The department’s program prepares the student for a period of service as a commissioned officer in the United States Army, a service that can ultimately lead either to a military career or to a more responsible place in the civilian world. The curriculum is divided into two parts: Basic and Advanced. The Basic course normally encompasses the freshman and sophomore academic years. Basic-course students are under no obligation to enter into a contractual agreement with the U.S. Government. The advanced course encompasses juniors and seniors who have successfully completed the on-campus basic course. Students who have attended a special six-week summer training program, students who have previous Junior ROTC training, and qualified veterans may also be admitted into the advanced course. Upon enrollment in the Advanced Course, the student enters into a contractual agreement with the United States Government, whereby the student agrees to accept a commission in the United States Army for a period of active or reserve duty after his graduation. The government, in return, provides a monthly stipend of $300-500 for up to ten months of the school year.

Students may compete for ROTC two-year and three-year scholarships during their freshman or sophomore year. Scholarships can pay full tuition and fees, annual book allowance of $1,200, and $300-500 monthly during the remainder of the winner’s undergraduate education. A Leaders Training Course summer program is available to selected students who have been unable to complete the normal two-year progression of Military Science. Students attend a six-week program at Fort Knox, Kentucky. This program, in conjunction with the normal two-year advanced program of Military Science, is designed to prepare the student for a period of service as a commissioned officer in the United States Army. The program provides an introduction to a variety of military-related topics. It involves instruction in map reading, marksmanship, first aid, tactics, fundamentals of leadership, and basic military skills.

Faculty

Lieutenant Colonel Jeff C. Collins
   Professor And Chair
   University Illinois At Chicago

Sergeant Major Tom Solak
About

The programs in Modern Languages seek to develop a student's ability to speak, understand, read, and write another language and to foster an appreciation of its literature and civilization. The department regularly offers courses in American Sign Language, Arabic, Chinese, French, German, Ancient Greek, Italian, Japanese, Latin, Russian, and Spanish.

Major programs are available in Arabic Studies, Chinese Studies, French, German, Italian, Japanese Studies, and Spanish; these consist of advanced courses at the 200- and 300-levels. Students may begin their Modern Language major upon completion of elementary and intermediate courses (100-level courses) or successful placement testing. Minor programs are available for all languages.

All students are strongly encouraged to participate in DePaul's Study Abroad Programs in China, France, Germany, Greece, Italy, Japan, Mexico, Spain, Poland, and other locations. Consult the Study Abroad Office for current offerings.

Faculty

Clara E. Orban, Ph.D.,
Professor and Chair
University of Chicago

Nesreen Akhtarkhavari, Ph.D.,
Assistant Professor
Florida State University

Carolina Barrera-Tobón, Ph.D.,
Assistant Professor
City University of New York

Maria A. Beltrán-Vocal, Ph.D.,
Professor
University of California, Riverside

Sandra María Benedet, Ph.D.,
Visiting Assistant Professor
Stanford University

Pascale-Anne Brault, Ph.D.,
Professor
New York University

Clara Burgo, Ph.D.,
Visiting Assistant Professor
University of Illinois, Chicago
About

New Media Studies is an interdisciplinary field that studies the processes and platforms through which digitally-encoded media (photographs, text, audio, film) operate and circulate. New media studies is also the study of how digitally-encoded media products are combined into “new” media forms, such as web sites, webcasts, interactive games, graphic designs, sales and technical information. The Master of Arts in New Media Studies combines critical interpretation and situated practical action in coursework to prepare its graduates to function as productive and responsible individuals in the evolving social contexts created by the new media.

Faculty

Antonio Ceraso, Ph.D.
New Media Studies Program Director
Assistant Professor, Writing, Rhetoric, & Discourse
Pennsylvania State University

Darsie Bowden, Ph.D.
Professor, Writing, Rhetoric, & Discourse
University of Southern California

Lisa Dush, Ph.D.
Assistant Professor, Writing, Rhetoric, & Discourse
University of Massachusetts-Amherst

Laura Eastman, M.A.
About

The Peace, Justice, & Conflict Studies Program offers students a B.A. major curriculum that helps them reflect on the origins and causes of conflict, violence, and social injustice as well as the wide spectrum of conflict intervention, from armed conflict, through governmental and organizational peacebuilding, to local and interpersonal conflict resolution. The Program also introduces students to strategies for resolving interpersonal, communal and international conflicts peacefully, as well as tactics that promote the common good in a way that addresses the structural origins of violence. The Peace, Justice, and Conflict Studies Program addresses the need for a critical examination of the origins and root causes of violence and conflict. The Program includes frank debate about the efficacy of nonviolent in comparison with violent approaches to social change. The inclusion of conflict theory and intervention as part of this program is a distinctive aspect of this program; the arena of conflict resolution offers many potential career options. The Program emphasizes hands-on, experiential components in the introductory course, the final seminar/internship and the workshops which emphasize skill training.

Students and faculty in Peace, Justice, & Conflict Studies question what constitutes a just society and world, what peace and peacebuilding can accomplish in a world full of conflict, and how attitudes toward social justice, violence, and peace reflect and reveal American and other cultures' values, beliefs, prejudices, assumptions, and perceptions.

Students are expected to gain competency in dealing with situations of conflict and injustice by mastering the theoretical and intellectual frameworks related to peacebuilding, human rights advocacy, and justice development, by learning to interpret and analyze real life situations in their complexity, by understanding how to build strategies for negotiation, consensus-building, advocacy, partnership development, and other intervention tools, and by understanding various research methodologies and the use of media and creative outlets.

Students majoring in many social science, humanities, and other interdisciplinary programs will find it beneficial to double major or minor in Peace, Justice, & Conflict Studies. Students who pursue the major are well prepared for graduate work in the humanities or social sciences, and specifically in peace, justice, or conflict studies, as well as for professional training in law, public service, or business.
Faculty

Clement Adibe, Ph.D.,
Associate Professor of Political Science
Queen's University, Canada

Angelyn Anderson, M.S., M.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
Illinois State University
Loyola University, Chicago

Jerica Arents, M.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
Loyola University of Chicago

Christy Beighe-Byrne, M.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Chicago

Gene Beiriger, Ph.D.,
Associate Professor of History and Co-Director of the Program
University of Chicago

Monika Black, M.H.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
Ohio State University at Columbus

Kenneth Butigan, Ph.D.,
Adjunct Faculty, Peace, Justice & Conflict Studies
Graduate Theological Union, Berkeley CA

Ruth Chojnacki, Ph.D.,
Director of Outreach, International Human Rights Law Institute
University of Chicago

Adar Cohen, Ph.D.,
Adjunct Faculty, Peace, Justice & Conflict Studies
University of Dublin, Trinity College

Maureen Dolan, Ph.D.,
Interfaith Minister, University Ministry
Adjunct Faculty, SNL

Katheryn Dutenhaver, J.D.,
Associate Professor of Law
DePaul University

Michelle Emery, M.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Laila Farah, Ph.D.,
Associate Professor of Women's and Gender Studies
Southern Illinois University, Carbondale

Frida Kerner Furman, Ph.D.,
Miklos Gosztonyi, M.A., Ph.D. (ABD),
Adjunct Faculty, Peace, Justice & Conflict Studies
Northwestern University
Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris

Juana Goergen, Ph.D.,
Associate Professor of Modern Languages
State University of New York, Stony Brook

Phyllis Griffin, M.F.A.
Associate Professor of the Theatre School
Goodman School of Drama

Stephen Haymes, Ph.D.,
Associate Professor of Educational Policy Studies
and Research, School of Education
Miami University of Ohio

Deborah Hodges, M.L.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
DePaul University

Sandra Jackson, Ph.D.,
Professor of Women's and Gender Studies
University of California, Berkeley

Paula Kagan, Ph.D., R.N.,
Assistant Professor of Nursing
Loyola University

Robert Koehler, M.F.A.,
Adjunct Faculty, Peace, Justice & Conflict Studies
Columbia College

Mary Jeanne Larrabee, Ph.D.,
Professor of Philosophy and Co-Director of the Program
University of Toronto

Shiera Malik, Ph.D.,
Assistant Professor of International Studies
Trinity College Dublin

Susana Martínez, Ph.D.,
Associate Professor of Modern Languages
Yale University

Harriet McCullough, M.L.A.,
Adjunct Faculty
DePaul University

Kalyani Menon, Ph.D.,
Associate Professor of Religious Studies
Syracuse University

Andrea Messing-Mathie, Ph.D.,
Adjunct Faculty
Northern Illinois University

Craig Mousin, J.D., M.Div.,
   University Ombudsperson
   University of Illinois; Chicago Theological Seminary

Jane Nicholson, Ph.D.,
   Adjunct Faculty
   University of Iowa

Thomas O'Brien, Ph.D.,
   Associate Professor of Religious Studies
   University of St. Michael's College, University of Toronto

Scott Paeth, Ph.D.,
   Associate Professor of Religious Studies
   Princeton Theological Seminary

Mauricio Pineda, M.A.T.,
   Adjunct Faculty, Peace, Justice & Conflict Studies
   Columbia College

Howard Rosing, Ph.D.,
   Executive Director, Steans Center
   State University of New York at Binghamton

Ann Russo, Ph.D.,
   Associate Professor of Women's and Gender Studies
   University of Illinois, Urbana/Champaign

Traci Schlesinger, Ph.D.,
   Assistant Professor of Sociology
   Princeton University

Mykel Selph, M.P.A; M.A.,
   Adjunct Faculty, Peace, Justice & Conflict Studies
   Roosevelt University, Argosy University

Shalija Sharma, Ph.D.,
   Associate Dean, Liberal Arts & Social Sciences
   SUNY Stony Brook

Rose Spalding, Ph.D.,
   Professor of Political Science
   University of North Carolina, Chapel Hill

Charles Strain, Ph.D.,
   Professor of Religious Studies
   University of Chicago

Alice Stuhlmacher, Ph.D.,
   Professor of Psychology
   Purdue University

Marco Tavanti, Ph.D.,
About

The Department of Philosophy serves the needs of the student who seeks an understanding of philosophical issues for personal enrichment, the student who desires a more fundamental appreciation of philosophy in support of law, medicine, business, and various academic disciplines, and the student who wishes to continue the study of philosophy at the graduate level.

Through its courses and programs, the department acquaints students with various philosophical approaches and with basic problems posed by diverse thinkers. Courses have been designed to highlight both the humanistic and technical features of philosophy.

The department also recognizes the important need for skills and training. Its courses in logic and analysis have been designed to help students become more perceptive in their experiences and more critical in their thinking.

Further, the department is aware that in our age of rapid change, society often tends to neglect the meaning and worth of the person. Courses are therefore offered which investigate and emphasize the dignity of the person; and by helping one understand the nature and grounds of ethical judgments, to promote an appreciation and ordering of human values.

The department has designed all of its course offerings with the aim of both ensuring that our Liberal Studies courses remain responsive to the needs of the student who does not plan to specialize in philosophy and offering the student who chooses to major or minor in philosophy a rich and diverse curriculum.

The department is particularly proud of its "Philosophy Circle," an undergraduate philosophy club which provides a forum for the exchange of ideas between faculty and students.

Faculty

Peg Birmingham, Ph.D.
Professor
Duquesne University

Tina Chanter, Ph.D.
Professor
State University of New York at Stony Brook

Avery Goldman, Ph.D.
Associate Professor
Pennsylvania State University

Jason D. Hill, Ph.D.
Professor
Purdue University

Sean D. Kirkland, Ph.D.

Associate Professor
State University of New York at Stony Brook

Mary Jeanne Larrabee, Ph.D.

Professor
University of Toronto

Richard A. Lee Jr., Ph.D.

Professor
New School for Social Research and Jagiellonian University

Bill Martin, Ph.D.

Professor
University of Kansas

William McNeill, Ph.D.

Professor
University of Essex

Elizabeth Millán, Ph.D.

Professor
State University of New York at Buffalo

Darrell Moore, Ph.D.

Associate Professor
Northwestern University

Michael Naas, Ph.D.

Professor and Chair
State University of New York at Stony Brook

Mollie Painter-Morland, Ph.D.

Associate Professor
University of Pretoria, South Africa

David W. Pellauer, Ph.D.

Professor
University of Chicago

Franklin Perkins, Ph.D.

Professor
The Pennsylvania State University

Elizabeth Rottenberg, Ph.D.

Associate Professor
Johns Hopkins University

Frédéric Seyler, Ph.D.

Assistant Professor
Université Paul Verlaine de Metz

H. Peter Steeves, Ph.D.

Professor
Indiana University

Kevin Thompson, Ph.D.
About

Political Science is the study of the organization and behavior of people, groups, and institutions which make up our government and the larger political system. The program is designed to introduce students to questions, perspectives, and arguments about the political forces that shape their lives. As such, the program has value for Liberal Studies students as well as for those who may choose the discipline as a major field of study. Students find the substance and the methods of the discipline useful in the legal, business, civic, communications, governmental, and academic professions, as well as any endeavors that draw them into public service.

Faculty

Clement Adibe, Ph.D.
Associate Professor
Queen's University, Canada

Molly Andolina, Ph.D.
Associate Professor
Georgetown University

David Barnum, Ph.D.
Professor
Stanford University

Larry Bennett, Ph.D.
Professor
Rutgers University

James Block, Ph.D.
Associate Professor
University of Chicago

Michael L. Budde, Ph.D.
Professor
Northwestern University

Patrick Callahan, Ph.D.
Professor
Ohio State University
Ben C. Epstein, Ph.D.
Assistant Professor
City University of New York Graduate Center

Richard P. Farkas, Ph.D.
Professor
University of South Carolina

Scott Hibbard, Ph.D.
Associate Professor
The Johns Hopkins University

Kathryn Ibata-Arens, Ph.D.
Associate Professor
Northwestern University

Valerie C. Johnson, Ph.D.
Associate Professor
University of Maryland

Azza Layton, Ph.D.
Associate Professor
University of Texas at Austin

Catherine May, Ph.D.
Senior Instructor and Internship Coordinator
University of Wisconsin, Madison

Michael L. Mezey, Ph.D.
Professor
Syracuse University

Christina Rivers, Ph.D.
Associate Professor
Cornell University

Rose Spalding, Ph.D.
Professor
University of North Carolina, Chapel Hill

Phillip Stalley, Ph.D.
Assistant Professor
George Washington University

Wayne Steger, Ph.D.
Professor and Chair
University of Iowa

Erik R. Tillman, Ph.D.
Assistant Professor
Emory University

David L. Williams, Ph.D.
Associate Professor
University of Texas at Austin

J. Harry Wray, Ph.D.
Professor Emeritus
University of North Carolina, Chapel Hill
About

The mission of the Master of Public Health Program is the preservation, enrichment, transmission, and application of interdisciplinary knowledge in public health that emphasizes social justice, service to vulnerable populations and excellence in public health practice.

The Master of Public Health Program is an interdisciplinary program in which students take classes based in a number of departments and programs throughout the University. These include: anthropology, applied statistics, biology, communication, environmental sciences, law, nursing, psychology, public services, social work and sociology. The interdisciplinary program has one focus--community health practice.

Faculty

Carole Bernett, Ph.D.
Adjunct Faculty
Department Mathematical Sciences, Graduate Programs in Applied Mathematics & Applied Statistics

Judy Bramble, Ph.D.
Assistant Professor, Environmental Science
College of Science and Health

Douglas Bruce, Ph.D., MSW
Research Scientist & Instructor
Master of Public Health Program

Grace Budrys, Ph.D.
Director of Public Health Program
Professor, Department of Sociology

Suzanne Carlberg-Racich, Ph.D.
Adjunct Faculty
Master of Public Health Program

Fernando DeMaio, Ph.D.
Assistant Professor
Department of Sociology

Kristin Jacobson, MPH, Ph.D.
Director of Community Partnerships & Instructor, Master of Public Health Program

Julia Lippert, MPH, Ph.D.
Adjunct Faculty
Master of Public Health Program

John Mazzeo, Ph.D.
Assistant Professor
About

Public Policy Studies is a discipline that explores the role and impact of decision-making by governments. The discipline includes knowledge of both process and substance of a particular policy area. Thus, a student in public policy must have both generalist and specialist skills to apply to a particular public problem. In terms of political process, the study of public policy examines questions of how public policy is formulated, implemented, and evaluated over time. It also explores notions of agenda-setting and framing of issues that lead to a problem gaining the attention of the government. Public policy specialists and analysts are hired by all levels of government. During the past several years in addition to the government sector, the nonprofit and private sectors have sought public policy analysts for employment. Therefore, the curriculum prepares students for being public policy specialists in both the private and nonprofit sectors in addition to the public sector. The curriculum also is tailored to prepare students who would like to continue their education in graduate programs or law schools. The faculty members of the department work closely with students to place them in internships, and when possible, employment positions.

The Public Policy Studies Department (PPS) offers an undergraduate degree (B.A.) that allows majors the option to pursue concentrated work in the areas of Environmental or Urban Studies. Students take a common core of courses dealing with public policy theories, processes, methods of public policy analysis, and important environmental and urban policy issues. In addition, a data analysis course is required that the student selects from a list of approved courses. Microeconomics or statistics is strongly encouraged.

Beyond the core curriculum, students choose either the Environmental Studies or Urban Studies track, selecting from a group of courses within these specializations. A capstone course reconvenes the students at the end of their curriculum to study a public policy problem in-depth under the direction of a public policy professor. The capstone changes approximately every three years, to reflect a current issue on the public policy agenda.

A required orientation occurs before classes begin in the Autumn quarter where students are assigned an advisor for individual attention to the student's career path.
Faculty

Hugh E. Bartling, Ph.D.
Associate Professor
University of Kentucky, Lexington

Susan Bennett, Ph.D.
Associate Professor
Northwestern University

Fassil Demissie, Ph.D.
Associate Professor
University of California-Los Angeles

William Sampson, Ph.D.
Professor
Johns Hopkins University

Kelly A. Tzoumis, Ph.D.
Professor and Chairperson
Texas A&M University

Affiliated Faculty

Joseph Schwieterman, Ph.D.
Professor (School of Public Service)
University of Chicago

About

The Department of Religious Studies offers students the opportunity to engage in the academic study of religion. Because our era is characterized by a resurgence of religion in the public sphere, we see that religion has become central to contemporary culture, politics, identity, and conflict in every part of the globe. At the same time, our world is marked by an emerging pluralism, as globalization, migration, and technology bring diverse religious communities in closer proximity, and create new religious communities as well. Drawing on a host of academic disciplines, religious studies challenges students to encounter the traditions of the world in all their rich diversity, and also prepares them to facilitate the important conversations of our day. Further, students may find that the study of religions can help them respond not only to political, social and environmental challenges, but also to existential questions faced by all peoples.

A truly interdisciplinary field, the study of religion at DePaul develops broad cultural literacy and intellectual skills in the critical analysis of history, anthropology, literature, philosophy, sociology, theology, the visual arts, psychology, and gender studies. In this way, a religious studies major or minor is positioned to pursue a wide variety of careers, as well as to become a bridge between the specialist's perspectives on religion and the wider world that is often in need of these perspectives. In addition to academic careers, religious studies majors have worked in the fields of law, social work, regional and international business, governmental and non-governmental service, secondary school teaching, and service in religious communities.

Religious Studies at DePaul expresses the university's distinct identity, which respects engaged pluralistic inquiry in all religious issues and traditions. The department is committed to DePaul's Catholic, Vincentian and urban heritage, mission, and identity, and to its goal of establishing the university as a model of diversity. The department's course offerings reflect the diversity of the city of Chicago and of the students who attend DePaul.
In the Department of Religious Studies, students can not only study multiple religious traditions, but also explore a range of topics and questions related to these traditions in various parts of the world. Because of the interdisciplinary character of our department, and of the field in general, students can approach these traditions and questions from multiple methodological and disciplinary perspectives. The study of religion includes not only the traditional areas of sacred texts, myths, rituals, and doctrines, but also the ways in which political, social and economic forces shape these phenomena for religious communities.

The twenty-five full-time faculty constitute one of the largest and most diverse undergraduate departments of religious studies in the United States. This size and diversity enables us to offer courses in a wide range of geographical regions and historical periods. The research and teaching interests of the faculty include South and East Asia, Africa and the African diaspora, North and Meso-America, the Middle East and Europe, and focus on Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, Shinto, as well as Native American, African American, and Latino/a religious traditions. The Department of Religious Studies sponsors the Center for Interreligious Engagement; it also has a close working relationship with the Catholic Studies and Islamic World Studies programs. Given the complexity of the subject matter, in their work the members of the department draw upon anthropology, art history, biblical studies, economics, environmental studies, ethics, gender studies, history, linguistics, literature, political science, philosophy, psychology, sociology, and theology. In addition to excellence in teaching, the faculty also maintain high standards for research, and are actively engaged in presenting at major academic conferences and publishing their work in high-ranking professional journals.

Beyond work with texts, students may also study religion through the media of film and video, music, the visual and dramatic arts, and the internet. The department emphasizes comprehensive learning in writing, synthetic and analytic thinking, and oral communication skills. Students can go beyond their course work with further learning opportunities, such as the senior thesis, independent study, study abroad and internships, and service learning, both locally and internationally.

The Department encourages students in all major concentrations and minors to engage various questions related to the study of religion, such as (but not limited to):

- What is religion?
- How do religious communities come into being and define themselves?
- How do religious communities form worldviews, doctrines, and practices, and how does the study of religion help us to understand their change over time?
- How do sacred texts come into being, and what do they communicate to us?
- How does religion shape culture, and how does the wider culture define religion?
- What is the role of religion in the contemporary world?
- How do religion or religious sensibilities help us to relate (or hinder us from relating) to each other?
- How can an informed student of religion evaluate the rival claims to truth and moral rightness of different religious and secular ideologies?
- How do religious traditions and texts treat issues of sexuality and gender, race and class?
- How have religious traditions interacted with each other in the past, and how do they continue to do so today?

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**Faculty**

James R. Halstead, O.S.A., Ph.D., S.T.D.

Associate Professor and Chair
Katholieke Universiteit Leuven, (Louvain), Belgium

Paul F. Camenisch, Ph.D.

Professor Emeritus
Princeton University

U. Angelika Cedzich, Ph.D.

Associate Professor
University of Wurzburg, Germany

John Dominic Crossan, S.T.D., S.S.L.
About

We educate women and men to be effective public service leaders in the global community guided by the values of St. Vincent de Paul.

The School of Public Service promotes effective management of nonprofit organizations and government agencies, and fosters the development of sound public policies affecting the delivery of social services. Programs of instruction, research, and community involvement prepare adult learners to pursue administrative careers in a broad range of public service organizations. Following the tradition of St. Vincent de Paul, the School of Public Service devotes special attention to policies and practices that promote social equity through the delivery of affordable, quality services to those in greatest need.

While the knowledge and skills required to administer organizations in the public sector are becoming indistinguishable from the best practices used in the private and nonprofit sectors, the ultimate goals of these organizations provide a sharp distinction. The School of Public Service keeps this distinction firmly in view in its course offerings. Degree and certificate programs are interdisciplinary, drawing primarily upon the knowledge bases of sociology, economics, political science, law and the human-service professions. The curriculum carefully balances theoretical and applied approaches to contemporary challenges of administration and policy analysis.

The School emphasizes ethical leadership and seeks to be “international by design” in all aspects of its curriculum but especially by offering short-term, executive-style, study-abroad experiences for working professionals. Faculty encourage all students to take advantage of more than a dozen courses to developed and developing countries. Consistent with its mission, the School of Public Service purposefully strives to build an academic community that is racially, ethnically, religiously, and otherwise diverse. Part-time and full-time students are equally welcome.
Faculty

William A. Calzaretta, Ph.D.
Interim Director, Associate Professor
Northwestern University

Steve Abbey, MBA
Lecturer
University of Chicago

Carolyn Baca, J.D.
Lecturer
John Marshall Law School

David Barrett, J.D.
Lecturer
DePaul University College of Law

George Billings, S.T.D.
Lecturer
Pontifical Gregorian University

Jennifer Billings, MBA
Lecturer
DePaul University

Patricia M. Bombard, BVM, D.Min.
Lecturer
Chicago Theological Seminary

H. Woods Bowman, Ph.D.
Professor Emeritus
Syracuse University

Caitlyn Brennan, M.S.
Lecturer
DePaul University

Finola Brennan, D.M.
Lecturer
Case Western Reserve

Alexander Brown, Ph.D.
Lecturer
Institute for Clinical Social Work

Guillermo Campuzano, C.M., M.S.
Lecturer
San Buenaventura

Katherine Cermak, Ph.D.
Lecturer
Loyola University Chicago

Caryn Chaden, Ph.D.
Lecturer
University of Virginia

Denise Comella-Keefe, MBA
Lecturer
Northern Illinois University

Paula Dempsey, Ph.D.
Lecturer
Loyola University Chicago

Mary Frances Derose, MPA
Lecturer
University of Colorado

Michael Diamond, M.A.
Visiting Associate Professor
New School for Social Research

Christopher Einolf, Ph.D.
Assistant Professor
University of Virginia

Trent Engbers, Ph.D.
Associate Professor
Indiana University

Lina Eskew, Ph.D.
Lecturer
Northern Illinois University

Ronald Fernandes, Ph.D.
Assistant Professor
Carnegie Mellon University

Michael A. Frigo, M.S., CPA
Lecturer
DePaul University

Brian Gilomen, J.D.
Lecturer
Illinois Institute of Technology

Rosemary Hollinger, J.D.
Lecturer
Georgetown University Law

Adrienne Holloway, Ph.D.
Assistant Professor
Northern Illinois University

Krista Johnsen, M.S.
Lecturer
University of Michigan

Nicholas Kachiroubas, Ph.D.
Lecturer
Cardinal Stritch University

Kathryn A. Kelly, J.D.

Lecturer
DePaul University

Barbara Kraemer, Ph.D.

Lecturer
University of Illinois at Chicago

Mark Light, Ph.D.

Visiting Assistant Professor
Antioch University

Ingunn Lonning, Ph.D.

Lecturer
University of Oslo

Martin Luby, Ph.D.

Assistant Professor
Indiana University

Joseph McCann, CM, Ph.D.

Lecturer
Columbia University

Rosemary McDonnell, M.S.

Lecturer
DePaul University

Andrea Messing-Mathie, Ph.D.

Lecturer
Northern Illinois University

Victor Meyer, Jr., Ed.D.

Lecturer
University of Houston

Coreen Mogavero, MBA

Lecturer
Benedictine University

Michael Mosher, J.D.

Lecturer
DePaul University

J. Patrick Murphy, C.M., Ph.D.

Associate Professor
Stanford University

John Newman, Ph.D.

Lecturer
Emory University

Jamie S. Nolan, MBA
About

The Master of Social Work (M.S.W.) degree program is designed to prepare students for advanced social work, with an emphasis on community practice. The M.S.W. degree prepares its graduates for work and leadership in broad and varied human service organizations which span child welfare, health and mental health, community planning, family services and the like.


Faculty

R. Noam Ostrander, Ph.D.
   Associate Professor and Director
   University of Illinois at Chicago

Sonya Crabtree-Nelson, Ph.D.
   Assistant Professor
   Loyola University

Maria J. Ferrera, Ph.D.
   Assistant Professor
   University of Chicago

Sharon Kohli, M.S.W.
   Coordinator of Field Education
   University of Chicago

Tracey Mabrey, D.S.W.
   Associate Professor
   Howard University

Neil Vincent, Ph.D.
   Associate Professor
   University of Illinois at Chicago


About

The Department of Sociology consists of 20 full-time faculty, 350 undergraduate majors, and over 100 graduate students. Founded in 1922, the department has a long tradition of inspiring students to apply sociology to the world around them.

Sociology is the study of groups, social interaction, and social institutions. To study these, the department has developed a core curriculum centered on sociological methods (how we know) and sociological theory (how we explain). Beyond these core courses, faculty areas of interest are wide-ranging, which is reflected in the variety of courses and undergraduate concentrations we offer.

Our location in the Lincoln Park neighborhood in Chicago gives students access to a remarkable range of community service opportunities, field experiences, and internships. With its ethnic communities, economic development, and urban concerns, Chicago serves as a rich laboratory for research and observation.
Julie E. Artis, Ph.D.

Associate Professor and Chair
Indiana University

Noel Barker, M.A.

Lecturer
University of Illinois-Chicago

Michael I.J. Bennett, Ph.D.

Associate Professor
University of Chicago

Judith A. Bootcheck, Ph.D.

Associate Professor
Purdue University

Robyn Lewis Brown, Ph.D.

Assistant Professor
Florida State University

Grace Budrys, Ph.D.

Professor
University of Chicago

Shu-Ju Ada Cheng, Ph.D.

Associate Professor
University of Texas, Austin

Fernando G. De Maio, Ph.D.

Assistant Professor
University of Essex

Kenneth Fidel, Ph.D.

Associate Professor
Washington University

Roberta Garner, Ph.D.

Professor
University of Chicago

Melanie Jones Gast, Ph.D.

Assistant Professor
University of California-Davis

Black Hawk Hancock, Ph.D.

Associate Professor
University of Wisconsin-Madison

Tracey Lewis-Elligan, Ph.D.

Associate Professor and Undergraduate Program Director
Syracuse University

Martha Martinez-Firestone, Ph.D.

Associate Professor
Duke University
Traci Schlesinger, Ph.D.
Associate Professor and Graduate Program Director
Princeton University
John J. Schlichtman, Ph.D.
Assistant Professor
New York University
Greg Scott, Ph.D.
Associate Professor
University of California, Santa Barbara
José Soltero, Ph.D.
Associate Professor
University of Arizona
Charles Suchar, Ph.D.
Professor
Dean, College of Liberal Arts & Social Sciences
Northwestern University
Joyce Sween, Ph.D.
Professor and Internship Director
Northwestern University
Bryan Sykes, Ph.D.
Assistant Professor
University of California- Berkeley
Deena A. Weinstein, Ph.D.
Professor
Purdue University

Associated Faculty
Noreen Cornfield, Ph.D.
Professor, Emeritus
University of Chicago
John P. Koval, Ph.D.
Associate Professor, Emeritus
University of Oregon, Eugene
Richard T. Schaefer, Ph.D.
Vincent DePaul Professor, Emeritus
University of Chicago
About

Women's and Gender Studies is an interdisciplinary department offering an undergraduate major and a minor, a 5-year B.A./M.A., a Master of Arts (M.A.), and a 4-course Graduate Certificate. Women's and Gender Studies courses examine women’s lives, conditions, and contributions within their historical, social, cultural, national and transnational contexts and they explore how gender is constructed and negotiated within and across societies. Women's and men's identities and experiences are examined through the constructs of gender, race, class, age, ability, sexuality, culture, religion, nation, etc. within broader historical, social, and global contexts, such as colonialism, globalization, among others.

Through feminist and gender-based theories and methodologies, the Department of Women's and Gender Studies offers critical analyses, reflections, and contributions to knowledge regarding interlocking systems of oppression and privilege, thereby addressing issues of power, resistance and social transformation. In addition, the emphasis on critical theory and analysis allows for work that interrogates feminist discourses as well as those of other disciplines in the arts, humanities, social sciences, and natural sciences.

The interdisciplinary Women's and Gender Studies major and minor combine courses taken in the Department of Women's and Gender Studies with approved elective courses offered in other departments and programs around the university. Courses are offered regularly by many departments in the college of Liberal Arts and Social Sciences—in the social sciences, the humanities, philosophy, and religion—as well as by the College of Communication and the College of Education.

In addition, many students decide to combine a Women’s and Gender Studies major with a second major in another discipline. A double major is a rich educational experience and is actually easy to accomplish. To do so, you can double count courses that fulfill both Women's and Gender Studies and Liberal Studies requirements, and you can double count half of the courses that fulfill the requirements of both majors. And we now have a 5 Year B.A./M.A. Program that allows you to get both an undergraduate and graduate degree in five years.

Students must apply their junior year for the program.

A major, double major, minor, and/or M.A. in Women’s and Gender Studies prepares students for graduate study in many fields (law, social work, sociology, psychology, history, art and art history, communication, Latin American/Latino Studies, African and Black Diaspora Studies, International Studies, among many others) as well as for careers in the public and private sectors, including social services, social justice, public policy, education, media and popular culture, advocacy, creative arts, counseling, and more.

Students who would like to know more about the Department of Women’s and Gender Studies are invited to speak with the department chair, and other faculty members of the department (5th Floor of Schmitt Academic Center) and/or visit the Department of Women's and Gender Studies website.

Faculty

Beth Skilken Catlett, Ph.D.
Department Chair, Associate Professor
Ohio State University

Laila Farah, Ph.D.
Graduate Director, Associate Professor
Southern Illinois University

Misty De Berry, M.F.A.
Visiting Assistant Professor

DePaul University Winter/Spring 2013
About

The Master of Arts in Writing and Publishing program offers advanced training in the art and craft of writing poetry, fiction, and nonfiction. The program is specifically designed for students interested in careers in creative and literary writing, publishing, and editing, as well as for those seeking to expand their knowledge of writing for the purpose of teaching.
Faculty

Lucy Rinehart, Ph.D
   Associate Professor and Chair
   Columbia University

Craig Sirles, Ph.D.
   Associate Professor and Associate Chair
   Northwestern University

Michele Morano, M.F.A., Ph.D.
   Associate Professor and Director, M.A. In Writing & Publishing
   University of Iowa

Carolyn Goffman, Ph.D.
   Director of Teaching Internships
   Ball State University

Chris Green, M.F.A.
   Director of Professional Internships
   Bennington College

Theodore G. Anton, M.A., M.F.A.
   Professor
   University of Iowa

Barrie Jean Borich, M.F.A.
   Assistant Professor
   Pacific Lutheran University

Amina Gautier, Ph.D
   Assistant Professor
   University of Pennsylvania

Miles Harvey, M.F.A.
   Assistant Professor
   University of Michigan, Ann Arbor

Rebecca Johns Trissler, M.F.A.
   Assistant Professor
   University of Iowa

Richard Jones, M.A., M.F.A.
   Professor
   University of Virginia, Vermont College

Robert Meyer, Ph.D.
   Associate Professor
   Florida State University

Gerald P. Mulderig, Ph.D.
   Associate Professor
   The Ohio State University

Daniel Stolar, M.F.A.
About

The department of Writing, Rhetoric, and Discourse (WRD), one of the largest departments at DePaul, is dedicated to studying the history and theory of literate activity and helping students excel as writers in a wide range of academic, professional, and public settings. WRD is home to DePaul's First-Year Writing program; in addition, the department offers the Minor in Professional Writing and the major in WRD. At the graduate level, the Master of Arts in WRD addresses writing in professional and technical contexts, the preparation of postsecondary teacher-scholars in writing, and the study of language for writers. The Combined B.A./M.A. in
WRD allows undergraduates to begin taking graduate courses in their senior year. The department's Master of Arts in New Media Studies prepares graduates to function as productive and responsible individuals in social contexts created by new media through both critical interpretation and situated practical activity.

The act of writing in general and each student's writing in particular are of central concern in all WRD courses. Theories of language, rhetoric (how to make effective choices as writers), and discourse (the way writing structures human activity) develop students' understanding of how the individual act of writing is bound up in broader contexts of institution and culture.

WRD is made up of more than 70 faculty members, all of whom teach at the undergraduate level. The department's Graduate Faculty comprises nationally recognized researchers in rhetorical theory and practice, composition theory, writing pedagogy, applied linguistics, second language writing, professional and technical writing, and writing program administration.

Faculty

Peter Vandenberg, Ph.D.
Professor and Chair
Texas Christian University

Matthew Abraham, Ph.D.
Associate Professor
Purdue University

Alan Ackmann, M.F.A.
Visiting Assistant Professor
University of Arkansas

Julie A. Bokser, Ph.D.
Associate Professor and Director of First-Year Writing
University of Illinois at Chicago

Darsie Bowden, M.F.A., Ph.D.
Professor
University of Southern California

Hector Carbajal, Ph.D.
Visiting Assistant Professor
University of Texas El Paso

Antonio Ceraso, Ph.D.
Assistant Professor and Director of M.A. in New Media Studies
Pennsylvania State University

René Agustín De Los Santos, Ph.D.
Assistant Professor
University of California at Santa Barbara

Dana Dunham, M.A.
LTCTP, Internship Coordinator
University of Chicago

Lisa Dush, Ph.D.
Assistant Professor
Laura Eastman, M.A.
Instructor
DePaul University

Tricia Hermes, M.A.
Instructor
DePaul University

Amy Hornat-Kaval, M.A.
Instructor, Professional Writing for Business Coordinator
DePaul University

Jason Kalin, Ph.D.
Assistant Professor
North Carolina State University

Ryan Lothian, M.A.
Instructor
DePaul University

Michael Moore, M.A.
LTCTP, Academic Technology Coordinator
San Francisco State University

Sarah Read, Ph.D.
Assistant Professor
University of Washington

Jason Schneider, Ph.D.
Visiting Assistant Professor
University of Illinois at Chicago

Justin Staley, M.A.
Instructor
Northwestern University

Eileen Seifert, M.A.
Associate Director, First-Year Writing
University of Wisconsin-Milwaukee

Christine Tardy, Ph.D.
Associate Professor and Director of M.A. in WRD
Purdue University

Barbara Tilley, Ph.D.
Visiting Assistant Professor
University of Florida

Monica Westin, M.A.
Instructor
University of Chicago
Modern Language Option

The Modern Language Option (MLO) is available to any student in the Liberal Studies Program of any College major who studies a modern language beyond the level necessary to meet the College’s Modern Language Requirement (MLR). Students selecting the MLO may substitute two courses of a three-course language sequence for two Learning Domain requirements. For the first modern language the sequence must be at the intermediate level or higher; for a second modern language it can be at the beginning level. Students may use the MLO according to the following combinations of Learning Domains: Philosophical Inquiry OR Religious Dimensions; Understanding the Past OR Self, Society, and the Modern World; Arts and Literature OR Scientific Inquiry (cannot substitute for the lab science requirement.) Students should seek assistance from an academic advisor about proper initial modern language placement before discussing the MLR and MLO.

Pre-Law Study

The Association of American Law Schools does not consider it appropriate to prescribe certain undergraduate degree programs for students who are planning to study law at the professional level. The Association does, however, consider certain skills and knowledge essential for later success in law and appropriate for study on the undergraduate level.

Pre-law study in the College of Liberal Arts and Social Sciences entails advanced course work that further develops the capacities and skills essential for satisfactory performance in law school. Specifically, pre-law study sharpens: (1) the ability to use the English language skillfully and effectively in oral and written advocacy situations; (2) the power to think clearly, critically, and independently in situations requiring problem-solving ability and sound judgment; and (3) the ability to use and understand statistical calculations. Moreover, pre-law study is intended to promote an understanding of the psychological processes, economic systems, political organizations, and social structures essential to the study and practice of law. Students who are considering applying to law school should fulfill their open elective requirements with challenging, upper-level courses that expand the knowledge areas and skills mentioned above.

Admission to law school is based on scores achieved on the Law School Admissions Test (LSAT), collegiate performance, extracurricular activities, work experience, and letters of recommendation.

Students who want to prepare for law school should, whatever their academic major, consult with Dr. David Barnum (dbarnum@depaul.edu) in the Department of Political Science.

Study Abroad Program

A study abroad experience is an important part of a liberal education. The opportunity to live, study, and work with people from around the world provides students with a way to not only gain international competence and skills, but also helps them to more clearly understand their own identities and agency within a global context. Study Abroad programs are designed to emphasize social, political, historical, and cultural understanding through immersion in other cultures and societies.

Program lengths range from one year to one week. In traditional programs lasting one quarter or more, students live and take courses on site. Short-term programs are topic-focused tours led by DePaul faculty exploring specific aspects and issues of a country or society. These programs typically last 2-3 weeks and are offered during breaks between terms. First Year Abroad programs are for first-year students and combine on-
campus study of a location prior to a one-week trip to that area.

Program fees ordinarily cover local transportation associated with course excursions, accommodations, and some meals. Short-term program fees also cover round-trip airfare. In addition students pay regular DePaul tuition for the credit received while abroad.

Courses taken through the Study Abroad Program may be used to fulfill Liberal Studies domain requirements (including experiential learning), modern language requirements, major field requirements, or open electives.

Please visit the Study Abroad Program's website for current offerings: http://studioabroad.is.depaul.edu/

**TEACH Program**

This program provides students the opportunity to complete in five years an undergraduate degree in a core arts and sciences major and a Master’s of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Liberal Arts and Social Sciences and the College of Education, the program is collaboratively developed, governed, and taught by faculty from both units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Learning course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying; these include completion of at least 16 hours at DePaul and a 3.0 GPA. During their Senior Year, students are required to complete a program capstone course and three 400-level courses that count toward both their undergraduate and graduate degrees. The Master’s year comprises teacher-preparation coursework that culminates with student teaching during Spring quarter. Upon graduation and the fulfilling of State of Illinois Certification requirements (which may require some additional course work in the student’s major and related fields), students are eligible to be certified to teach English, History, or Social Science at the 6th-12th grade levels.

A full description of the Program can be found in the College of Education graduate course catalog.

**Certificates**

A bachelor’s degree is required for admission to all of these certificate programs except for Geographic Information Systems.

**Community Development**

This program offers community development specialists skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban-development programs in an inter-disciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16-quarter hours of graduate credit. Each course carries
four-quarter hours. Students then must participate in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. No more than two courses earned toward the certificate shall come from one department. Please note that the list of courses is subject to change.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select three (3) from the following:
  - GEO 441 GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
  - MLS 404 THE CITY
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 572 URBAN POVERTY SEMINAR
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT
  - PSY 654 COMMUNITY PSYCHOLOGY
  - PSY 680 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
  - SOC 426 URBAN DEVELOPMENT POLICIES
  - SOC 424 THE SOCIOLOGY OF HOUSING

Students may also enroll in the following elective courses, with permission of the program director and often the approval of the instructor. Generally, participants will be limited to one (1) of these courses:

- MPS 529 STRATEGIC MANAGEMENT AND PLANNING
- PSY 495 GRANT WRITING IN PSYCHOLOGY
- PSY 520 PRINCIPLES OF HUMAN DIVERSITY
- PSY 567 SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
- PSY 569 SEMINAR IN PROGRAM EVALUATION
- SOC 423 RESEARCH ON URBAN CULTURES
- SOC 360 SOCIAL SERVICES IN CONTEMPORARY SOCIETY (CROSS-LISTED AS SOC 432)
- SOC 444 POLICING INEQUALITY

Geographic Information Systems

The Certificate Program requires 20 hours of instruction. It provides sophisticated education in cartography/GIS and proper training for employment in the geotechnology industry. There are five required courses to complete the certificate:

- GEO 241 GEOGRAPHIC INFORMATION SYSTEMS I
- GEO 242 GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
- GEO 243 REMOTE SENSING (FORMERLY GEO 343)
- GEO 343 REMOTE SENSING II or GEO 344 GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
- GEO 391 RESEARCH TECHNIQUES

GEO 241, 242 and 344 must be taken in sequence. GEO 241 is a pre-requisite for GEO 391. GEO 243 can be taken at any time. Please contact the Department if you are considering pursuing the GIS Certificate, even if you are a declared geography major.

In order to earn a certificate in GIS, a student must:

- Earn at least a grade of C- in each Certificate course.
- Earn at least a cumulative GPA of 2.0 for all courses applied to the Certificate.
- Earn a letter grade. The pass / fail option may not be selected for courses in the Certificate.
Metropolitan Planning and Development

This certificate program is designed for individuals who want to develop analytical skills and stay current on issues of regional land use, transportation, and economic development. It provides students with a perspective on the institutions of municipal and metropolitan planning and issues affecting the delivery of public services, and it explores innovative solutions to urban and suburban development problems. This certificate is offered in conjunction with The Chaddick Institute for Metropolitan Development. The Institute offers a variety of programs regarding land use, infrastructure and transportation in the region.

Course Requirements

- MPS 571 METROPOLITAN PLANNING
- Select two from the following:
  - MPS 526 LOCAL GOVERNMENT ADMINISTRATION
  - MPS 529 STRATEGIC MANAGEMENT AND PLANNING
  - MPS 541 ECONOMIC FOUNDATIONS OF PUBLIC SERVICE
  - MPS 543 POLICY IMPLEMENTATION IN A BUREAUCRATIC CONTEXT
  - MPS 546 ADVOCACY AND LOBBYING
  - MPS 573 URBAN AND COMMUNITY DEVELOPMENT

Teaching English in Two-Year Colleges

Students in the M.A. in WRD may complete the Certificate in Teaching English in Two-Year Colleges, an interdisciplinary program housed in the Department of English and taught by faculty in both English and the Department of Writing, Rhetoric, & Discourse. The program is designed to prepare prospective teachers of introductory classes in English, writing, and the humanities in city and community college settings. Participants in the Certificate Program will learn to teach critical and analytical reading, the processes and disciplines of writing, and other aspects of the arts, humanities, or communication curriculum in two-year colleges.

WRD students must complete at least six courses toward their master’s degrees before applying to the program. Applicants must submit the following to the director of the Certificate program:

- Cover letter describing interest in teaching in the two-year college
- Current CV (résumé)
- Undergraduate and graduate academic transcripts
- Sample of recent academic or professional writing
- Names of two faculty references

Course Requirements

- ENG 474 TEACHING LITERATURE
- WRD 540 TEACHING WRITING
- One course from the following list:
  - WRD 506 MULTICULTURAL RHETORICS (FORMERLY ENG 406)
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE when the topic is appropriate (e.g., Teaching Writing Online; Teaching ESL)
  - ENG 475 TOPICS IN LITERATURE: Teaching Popular Literature and Popular Culture
  - ENG 475 TOPICS IN LITERATURE: Teaching Poetry
  - ENG 475 TOPICS IN LITERATURE: Teaching Women’s Literature
  - WRD 582 WRITING CENTER THEORY AND PEDAGOGY (CROSS-LISTED AS WRD 395)
  - Another course approved by the Program Director
- ENG 509 INTERNSHIP
Teaching English to Speakers of Other Languages

The WRD department offers a Graduate Certificate in TESOL, which may be completed by students in an existing DePaul graduate program or by students who wish to complete only the Certificate. Made up of courses in the programs of Writing, Rhetoric, & Discourse, Bilingual-Bicultural Education, and Modern Languages, the Certificate prepares students to teach English as a Second Language (ESL) to adult learners in the United States or abroad. The Certificate may also be attractive to faculty at non-U.S. institutions who wish to come to the U.S. for education in working with second language learners.

Course Requirements

- One Theory course from the following list:
  - BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL
  - MOL 454 THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
  - BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION (when topic is relevant)
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)
- One Methods course from the following list:
  - WRD 543 TEACHING ESL WRITING
  - WRD 544 TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
  - WRD 550 TOPICS IN TEACHING WRITING AND LANGUAGE (when topic is relevant)
- One Sociolinguistics course from the following list:
  - WRD 507 GLOBAL ENGLISHES
  - WRD 514 SOCIOLINGUISTICS
  - BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION (when topic is relevant)
- One Language Structure course from the following list:
  - WRD 546 PEDAGOGICAL GRAMMAR
  - WRD 512 TOPICS IN LANGUAGE (when topic is relevant)
- 20 hours of field experience working with adult language learners. Field experience will be arranged individually with the Coordinator of the Certificate program.

Certificate students who are concurrently completing a graduate degree program at DePaul must work with the Graduate Director of their program’s department to determine whether courses taken for the TESOL Certificate may be counted toward their Master’s degree requirements.

Students completing the Master’s in Bilingual-Bicultural Education can complete the Certificate program by taking their Theory and Sociolinguistics courses in BBE and their Methods and Language Structure courses in WRD; they would need to complete all requirements for the BBE program to receive the Master’s degree.

Admission Requirements

Applications are accepted at any time, and students may begin the program at the start of any academic quarter. The program is open to both non-degree seeking students and students concurrently enrolled in a DePaul graduate degree program. All applicants must hold a bachelor’s degree. To apply to the program, prospective students must submit the following materials:

- an LAS graduate admission on-line application [application fee is waived for current DePaul students]
- transcripts from all schools attended
- a personal statement of 300-500 words describing their interest in the program, prior experience in TESOL or related fields, and professional goals for pursuing the certificate
Women’s and Gender Studies

Graduate Certificate Program

The Women’s and Gender Studies Graduate Certificate Program at DePaul University is available both to non-degree seeking students and to students in other DePaul graduate degree programs.

The Program's requirements are

- WGS 400 FEMINIST THEORIES (CROSS-LISTED AS MLS 440) (offered Fall Quarter only)
- Three graduate-level elective courses

It is highly recommended that students take the foundational course, WGS 400, prior to the other required three WGS electives. The elective courses may be taken from the Women's and Gender Studies offerings and/or from courses in other departments and programs in the College of Liberal Arts and Social Sciences that have been approved by the Department of Women’s and Gender Studies.

To be considered for the certificate program, please follow the directions below.

Non-degree seeking students

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application; submit undergraduate and (if applicable) graduate transcripts and a personal statement of 300-500 words (describing your interest in Women’s and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate).

Students enrolled in other DePaul graduate degree programs

Applications are accepted on an ongoing basis. Complete a DePaul University Liberal Arts and Social Sciences graduate admission online application. Submit undergraduate and (if applicable) graduate transcripts, a personal statement of 300-500 words (describing your interest in Women’s and Gender Studies, any prior experience in the field, and personal or professional goals for pursuing the certificate), and a letter from the Director of Graduate Studies in the degree granting department indicating whether interdisciplinary courses in Women’s and Gender Studies may be counted toward departmental degree requirements. Submit transcripts, personal statement and letter from the other graduate program.

Completed applications are reviewed by the Department of Women’s and Gender Studies. Admission decisions are based on the prospective student’s ability to complete the academic requirements of courses in the program. The Graduate Director may use the personal statement as a basis for advising certificate students on the selection of courses and on any academic skills development that would aid successful participation in and completion of WGS graduate courses.

Descriptions of courses offered through the Department of Women’s and Gender Studies can be found in Campus Connect through the "Search for Classes" function.

For more information please contact the Women’s and Gender Studies Graduate Program Director, Dr. Laila Farah (773-325-4464 or ifarah@depaul.edu), or visit the Department of Women's and Gender Studies website, http://las.depaul.edu/wms/
Academic Advising

Academic advising is an essential part of student success. The College is committed to helping each student form a unique and coherent academic plan from the three components of the undergraduate career: the Liberal Studies or General Honors program; the major field of study; and open electives.

Students declare majors, concentrations, and minors through Campus Connection.

Once a student has declared a major, a faculty member from that department is assigned to the student as an academic advisor. The faculty advisor helps the student understand the requirements of the major and how to choose non-major course work to meet the student's needs and interests. In addition, the faculty advisor may inform the student about internships, studying abroad, and preparing for graduate or professional school.

Faculty advisors work closely with staff professional advisors in the Undergraduate College Office and in the larger academic departments (see Advising Staff). Staff professional advisors also meet face-to-face with students.

Students can find the name and contact information for their academic advisor on Campus Connection.

Advising Staff

Undergraduate College Office

2352 North Clifton Avenue
Suite 130
Chicago, Illinois 60614
773-325-7310 (p)
773-325-7311 (f)
LASAdvising@depaul.edu
http://las.depaul.edu/CurrentStudents/UgradAcademicAdvising/index.asp
Tania Rodriguez, M.S.,
Director of Student Academic Services

Phyllis Bailey, B.S.,
Assistant Director and Academic Advisor for Student Retention

Ocelia Faye Harris, B.A.,
Assistant Director and Academic Advisor for Degree Completion

Shani Garza, M.S.,
Assistant Director and Academic Advisor for New Students

Academic Departments

English
James Phelps, M.A.,
Academic Advisor

International Studies
Mallory Warner, M.A.,
Academic Advisor
Student Support

The Graduate Student Services Office assists graduate students throughout their academic careers. Providing administrative support to the academic programs, the Graduate Student Services Office facilitates orientations, transferring academic credit, awarding of assistantships and tuition waivers, registering for independent study, and completing graduation requirements.

In addition, the Coordinator of Graduate Student Services in the Graduate Office provides supplementary advising on administrative, policy, and procedural matters. Generally, the Coordinator may serve as a first point of contact for any questions students may have about life in the College of Liberal Arts and Social Sciences and at DePaul University.

Graduate students should become familiar with the resources on the Graduate Student Services Office webpages (see URL below) as well as the content of the Graduate Student Handbook (see left menu, Academics > Graduate).

Graduate Student Services Office

990 West Fullerton Avenue
Suite 1200
Chicago, Illinois 60614
773-325-4008 (p)
773-325-2397 (f)
LASGraduateOffice@depaul.edu
http://las.depaul.edu/CurrentStudents/GradStudentSupport/index.asp

Nora Durkin, M.Ed.,
Assistant Director and Coordinator of Graduate Student Services

About

The College of Science and Health provides students with innovative, science-based curricula with a strong liberal arts foundation. Our departments represent the natural sciences, mathematics, psychology, nursing, and health science, each of which is committed to providing the highest quality education. The College of Science and Health educates students with a strong Vincentian commitment to social justice and civic engagement. The college provides mathematical and scientific education/literacy for all undergraduate students within the University and participates in all aspects of DePaul’s distinctive Liberal Studies Program.
The College of Science and Health is dedicated to helping members of DePaul’s diverse student body reach their full academic and professional potential. The innovative curricula supported by the college encourages active participation in research, internships and other opportunities that further prepare students for successful careers and as lifelong learners. Faculty in the college embody the commitment to student academic and professional development through their quality instruction and by conducting meaningful, student accessible research.

Administration

Jerry W. Cleland, Ph.D.
Dean

Phillip E. Funk, Ph.D.
Associate Dean for External Relations

Christopher B. Keys, Ph.D.
Associate Dean for Research

Richard F. Niedziela, Ph.D.
Associate Dean for Instruction

Margaret E. Silliker, Ph.D.
Associate Dean for Graduate Studies

Michael Roberts, M.B.A., M.Ed.
Assistant Dean for Academic Services

Karen Reinbold, M.B.A
Assistant Dean for Sponsored Programs and Finance

Lucinda Rapp
Executive Assistant

Contact Us

DePaul University
College of Science and Health
Office of the Dean
1110 W. Belden Avenue
Suite 403 - McGowan South
Chicago, IL 60614
773-325-8300
Academics

Focusing on the fields of allied health technologies, biology, chemistry, environmental science, health sciences, mathematics, nursing, physics, psychology, and science education, the College of Science and Health's undergraduate and graduate programs prepare students to meet the demands of the growing fields of science and health.

The College of Science and Health offers undergraduate majors in seven departments and graduate programs in six departments and one school. Courses are offered in the day, evenings and on weekends, primarily on our Lincoln Park Campus.

Graduate

The graduate division of the College of Science and Health offers an exciting array of scholarly and professional programs. Many of the master's programs have earned distinguished reputations both nationally and in the Chicago area for the unique niches that they fill.

The College offers post-baccalaureate study through six departments and one school. These programs provide students with opportunities for advanced scholarly study and research, preparation for a specific career or profession, and personal enrichment. Graduate students in CSH have the opportunity to develop a broad and deep knowledge of their chosen discipline, practice the research methodology of the discipline, and acquire those competencies necessary for their personal advancement in scholarly, professional, or industry careers. Prospective graduate students are encouraged to visit individual department sites for more information on specific graduate programs.

Graduate Programs

- Advanced Practice Nursing (MS)
- Applied Mathematics (MS)
- Applied Statistics (MS)
- Biological Sciences (MA)
- Biological Sciences (MS)
C SH Graduate Academic Student Handbook

In addition to the DePaul University Graduate Student Handbook, the College of Science and Health (CSH) Graduate Academic Student Handbook includes requirements, policy and regulations for CSH graduate programs. Additional academic information and regulations applicable to a specific graduate program can be found in the individual Program's Graduate Academic Student Handbook.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the University Catalog in effect at the time of readmission or status change.

As a graduate student you assume the responsibility to know and meet the regulations, procedures, policies, and deadlines set forth in the University Catalog, CSH Graduate Academic Student Handbook, and your Program Graduate Academic Student Handbook. None of these resources constitutes a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs, handbooks, and schedules, and to change policies, programs, requirements, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; and to make any other necessary changes.

Additionally, all students are expected to adhere to the Student Code of Responsibility found in the DePaul University Graduate Student Handbook.

The following programs have their own specific Program Graduate Academic Student Handbook policies:

- Biological Sciences
- Chemistry
- Mathematical Sciences
- Nursing
- Physics
- Science Education

If a conflict exists between a particular Program Graduate Academic Student Handbook and the CSH Graduate Academic Student Handbook, then defer to the particular Program Graduate Academic Student Handbook. If a particular program does not have a graduate academic student handbook, then defer to the CSH Graduate Academic Student Handbook.
Academic Advising

Academic advising in the College of Science and Health helps to insure successful completion of graduate studies. If you are a degree-seeking student, contact your faculty advisor. If you are a non-degree seeking student, student-at-large, or combined degree seeking student; contact the graduate student services administrator in the College's Office of Advising and Student Services.

Grades, Minimum Requirements

A student must earn a grade of B– or higher to receive graduate credit for any upper-level undergraduate course (300 level) that has been accepted for graduate credit. A student must achieve a minimum grade point average of 2.500 to graduate. Some programs may have a higher minimum graduation grade point average. A grade of D+ or D is unacceptable for graduate credit, and if earned in a required course, the course must be repeated or substituted as directed by the chair of the area of concentration. D+ or D grades remain on the academic record and are calculated into the cumulative grade point average.

Probation and Dismissal

Each program in the College may have its own probation and dismissal policies. Please consult your Program Graduate Academic Student Handbook. If it does not contain - or if you program does not have a Program Graduate Academic Student Handbook - a probation and dismissal policy, then the following College policy applies.

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until four more courses are taken, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and the student is prohibited from registering for additional course work.

A student who has been dismissed may, after a period of time, petition for reinstatement. The petition, addressed to the dean of the College, would provide information that would demonstrate a change in the student's circumstances to an extent that would support successful completion of the student's degree program. The dean's decision, based upon the merits of the petition and the recommendation of the faculty of the student's department, may, if it's a favorable decision, stipulate conditions of reinstatement. The dean may also decide to deny the petition for reinstatement.

For more information about probation and dismissal, please contact the College's Office of Advising and Student Services.
Registration Procedures

Enrollment
Continuing students enrolled in the College at any time during the previous calendar year are eligible to register for courses. Continuing students register via Campus Connection.

Registration in Courses in Other Colleges or Schools
Graduate students may be permitted to register for courses offered in other Colleges or Schools at the University. Contact the College's Office of Advising and Student Services for more information.

Residence Registration
Whether in residence or not, all admitted graduate students, master's and doctoral levels who will use the facilities of the University (library, laboratory, etc.) or who will consult with faculty members regarding theses, dissertations or examinations, must be registered for coursework each quarter.

Courses and Credit
No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

For students fully employed, registration for no more than eight credit hours in a term is the suggested maximum.

Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.

Graduation

Meeting Degree Requirements
You must successfully complete all of the degree requirements as listed in the departmental or program sections of the University Catalog under which you were admitted. All requirements must be completed by the grading deadline of the degree conferral quarter.

Earning Degrees with Distinction
Requirements for earning a master degree with distinction vary by program. Unless otherwise indicated, the minimum cumulative grade point average for distinction for coursework applied toward a particular College graduate program is 3.75. Additional or other criteria might need to be met in many programs, such as passing a comprehensive examination or writing a thesis with distinction. Refer to your Program Academic Student Handbook for any differing or specific requirements on minimum grade point average or additional criteria.
Degree Conferral

Applying for degree conferral requires the anticipated completion by the stated degree conferral deadline of all program requirements including: a) completion of all coursework, b) possible field experiences, c) thesis or dissertation requirements, d) passing possible comprehensive exams, e) minimum number of credit hours to graduate, f) earning minimum cumulative GPA, and g) DePaul’s receipt of undergraduate transcript showing awarded degree.

Degree conferral candidates must apply for degree conferral online via Campus Connection. Submitting the online degree conferral application does not guarantee the conferral (granting) of a degree from DePaul University. Degree requirements are audited at the end of the expected completion term indicated.

In order to have your degree conferred, you cannot have any outstanding incomplete or research grades, transfer credit, grade changes, substitutions, or waivers. All exams must be completed and graded, and theses/dissertations or other capstone projects must be graded and submitted. Failure to have these items complete by the end of the degree conferral term will prompt the College's Office of Advising and Student Services to revoke degree conferral candidacy. If you wish to postpone your degree conferral or are ineligible to graduate, you must reapply online for a subsequent term.

If you meet all requirements, your degree will be conferred within 30 days of the end of the term. Diplomas are mailed to graduates without financial holds, by the Office of Student Records, generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse on a monthly basis. Many companies, universities and colleges, and agencies use this service to verify awarded degrees. Your degree will only be verified by the Clearinghouse if your Privacy Settings in Campus Connection indicate this as releasable information at the time your degree is conferred. Please verify your Privacy Settings before the end of your completion term.

Commencement

Commencement is a symbolic celebration of your achievement. One ceremony is held in June of each year. June and August degree conferral audits occur after the ceremony. Due to the timing of your final cumulative GPA calculation, graduation with distinction for June and August candidates may not be announced at the ceremony, but it might appear on the transcript and diploma.

Deadlines for Degree Conferral and Commencement Participation

The University confers graduate degrees four times per year, after the autumn, winter, spring, and summer terms. The deadlines for applying for quarterly degree conferral are as follows:

- Autumn Term - apply by October 1st
- Winter Term - apply by January 15th
- Spring Term - apply by February 1st
- Summer Term - apply by July 15th.

One Commencement ceremony is held in June of each year. The deadline for applying (RSVPing) for June Commencement is February 1st.

Transfer Credit

A maximum of two semester-based courses or three quarter-based courses to not exceed the equivalent of twelve quarter hours may be accepted as transfer credit upon approval of the Program Director. Credit will only be transferred for courses that have equivalents in the DePaul curriculum as determined by the Program Director. Transfer credit can only be awarded for graduate level coursework which has not counted toward the completion of a degree at DePaul or any other institution.
Admission & Aid

Candidates interested in admission to the College of Science and Health should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.
For general information on the types of admission, see University Information, Admission.

Financial Aid

Applicants interested in financial aid options should direct all inquiries to the Office of Financial Aid.

Graduate Admission

Applicants are admitted to the College of Science and Health on the basis of their ability to complete programs of study and research prescribed for the master’s and doctoral degrees. Specifically, admission qualifications are measured by academic criteria. In accord with these criteria, applicants are admitted in one of three major categories: degree-seeking, non-degree-seeking, and student-at-large.

Degree Seeking Students

Applicants are admitted as degree-seeking students in either of two ways: full or conditional.

Full Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies satisfying all requirements for entering a specific graduate program.
- Submission of all required supporting credentials.
- Unconditional approval by the department or program director of the applicant's proposed course of graduate study.

Please note these are minimum requirements for full admission. The departmental and program sections of this Catalog provide additional, more specific and selective, criteria for admission to specific programs.

Conditional Degree-Seeking Status

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution.
- Scholastic achievement in undergraduate studies indicating a capacity to pursue successfully a specific program of graduate study.
- Submission of all required supporting credentials.
- Conditional approval by the department or program director of the applicant's proposed course of graduate
A conditionally admitted applicant is eligible for reclassification to full, degree-seeking status when the conditions of his or her admission have been satisfied.

**Non Degree-Seeking Students**

The dean may admit as students those applicants who do not wish to pursue an advanced degree. Non-degree-seeking students may, at some future date, make application to a graduate program, but they are not accorded special consideration for admission. Students should consult the intended degree program's website for information about application requirements.

**Non-Degree Seeking Status**

The minimum requirements for this status are:

- Bachelor's degree conferred by a regionally accredited institution
- Academic achievement in undergraduate studies indicating a capacity to succeed in graduate course work (minimum of 2.50/4.00)
- Submission of official transcript from bachelor's degree granting college or university
- Approval by the director of graduate admission.

Students admitted as non-degree graduate students are eligible to enroll in graduate-level courses only.

When such students apply to a graduate program, the departmental or program director of their specific graduate course of study may recommend, in writing, to the dean that a maximum of three courses (12 quarter hours) completed by the student under the non-degree-seeking status be counted toward fulfillment of the advanced degree requirements. The application of any or all recommended credit is at the discretion of the dean.

**Student-at-Large Status**

The College of Science and Health may admit as a student-at-large a graduate student currently enrolled in a graduate program in another accredited institution upon the recommendation, in writing, of his or her own graduate dean.

A student-at-large must submit a graduate application. The supporting credentials required are an official transcript from the bachelor's granting college or university and a letter from the dean of the graduate school where the student is in good standing. This letter should state in general terms the course or courses the student is authorized to take.

Under no circumstances does this classification constitute admission to a degree program at DePaul University.

**DePaul Students and Combined Programs**

Students in any of the undergraduate colleges or schools of DePaul University are eligible to apply for graduate admission to the College of Science and Health while completing their undergraduate program.

Some College of Science and Health programs offer accelerated master's degrees, known as combined programs. A combined program can be started in an undergraduate College of Science and Health student's senior year and be completed in a minimum of one additional year. Students would apply to a combined program in spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students in this program take a maximum of twelve graduate credit hours as three courses in their senior year; these graduate courses may apply toward both undergraduate and graduate degrees.
Departments

- Biological Sciences
- Chemistry
- Environmental Science and Studies
- Health Sciences
- Mathematical Sciences
- Physics
- Psychology
- School of Nursing
- Science Education

About

The Department of Biological Sciences provides courses for biology majors, minors, and non-majors from all areas. The department currently has more than 600 majors in its undergraduate program leading to a bachelors of science and offers a graduate program leading to a master of arts or master of science.

Faculty

Windsor E. Aguirre, Ph.D.
Assistant Professor
Stony Brook University

Rima Barkauskas, M.S.
Laboratorian
DePaul University

Joanna S. Brooke, Ph.D.
Associate Professor
University of Western Ontario

Jason Bystriansky, Ph.D.
Assistant Professor
University of Guelph

Stanley A. Cohn, Ph.D.
Professor
University of Colorado

Sarah A. Connolly, Ph.D.
Assistant Professor
University of Pennsylvania

John V. Dean, Ph.D.
Professor and Departmental Chair
University of Illinois
Phillip E. Funk, Ph.D.
Associate Professor
Loyola University Chicago
William D. Gilliland, Ph.D.
Assistant Professor
University of California, Davis
Jingjing L. Kipp, Ph.D.
Assistant Professor
University of Illinois
Dorothy A. Kozlowski, Ph.D.
Associate Professor
University of Texas at Austin
Jalene M. LaMontagne, Ph.D.
Assistant Professor
University of Alberta
Elizabeth LeClair, Ph.D.
Associate Professor
University of Chicago
Carolyn Martineau, Ph.D.
Laboratorian
Harvard Medical School
James F. Masken, Ph.D.
Adjunct Professor
Colorado State University
Dennis A. Meritt, Jr., Ph.D.
Adjunct Professor
University of Illinois
Eric M. Norstrom, Ph.D.
Assistant Professor
University of Chicago
Talitha Rajah, Ph.D.
Associate Professor
Osmania University
Kenshu Shimada, Ph.D.
Associate Professor
University of Illinois, Chicago
Margaret E. Silliker, Ph.D.
Professor
University of California, Berkeley
Timothy C. Sparkes, Ph.D.
Associate Professor
University of Kentucky
About

The Department of Chemistry has several fundamental responsibilities. They are (a) to train students to understand, to criticize meaningfully, and to carry out scientific investigations, (b) to provide instruction and laboratory experience for those who wish to make chemistry their livelihood and/or pursue advanced study in chemistry, (c) to provide instruction and laboratory experience for those who wish to use chemistry as a background in an allied profession, and (d) to provide students not majoring in chemistry with up-to-date instruction in the principles of chemistry and methods of scientific inquiry.

In meeting these responsibilities, the department offers four tracks of study, each of which lead to a Bachelor of Science that is certified by the American Chemical Society, the department’s accrediting body. The tracks include Standard Chemistry, Analytical and Physical Chemistry, Biochemistry and Medicinal Chemistry, and Synthetic Chemistry. The department also offers a Bachelor of Arts degree. This option allows students to get a firm educational foundation in chemistry along with the ability to develop specialization in another field not necessarily related to chemistry.

In addition to its baccalaureate degrees, the department offers several combined degree programs. Students may pursue a degree in chemistry and chemical engineering through a joint program with the Illinois Institute of Technology. The department has teamed with the College of Education to develop a combined B.S./M.Ed. program that allows students to earn an undergraduate degree in chemistry and a graduate degree in secondary education. Finally, the department hosts its own combined B.S./M.S. program. This option allows students to earn a B.S. and M.S. in chemistry.

Faculty

Lihua Jin, Ph.D.
   Associate Professor and Chair
   Princeton University

Jurgis A. Anysas, Ph.D.
   Professor Emeritus
   Illinois Institute of Technology

Stephanie Boussert, Ph.D.
   Visiting Assistant Professor
   University of Strasbourg and University of Barcelona

Timothy French, Ph.D.
   Visiting Assistant Professor
   Yale University

Caitlin E. Karver, Ph.D.
   Assistant Professor
   University of Southern California

Gregory B. Kharas, Ph.D.
About

Environmental Sciences and Studies seeks to provide a supportive environment that stimulates analytical thinking and encourages a broad perspective in learning for our majors and those taking our courses, challenging them to get the maximum benefit from their talents and skills.

Faculty

Judith Bramble, Ph.D.
   Associate Professor and Chair
   University of North Carolina, Chapel Hill

Emily Bidari, M.S.
   Lecturer
   University of Chicago

Kimberly Frye, M.S.
   Lecturer
   DePaul University

Liam J. Heneghan, Ph.D.
   Professor
   University College Dublin

Krista Johnsen Mikos, M.S.
   Lecturer
   University of Michigan

Christie Klimas, Ph. D.
   Assistant Professor
   University of Florida

Beth Lawrence, Ph.D.
   Assistant Professor
   University of Wisconsin - Madison

James A. Montgomery, Ph.D.
   Associate Professor
   Washington State University

Thomas J. Murphy, Ph.D.
   Professor Emeritus
   Iowa State University

Mark J. Potosnak, Ph.D.
   Assistant Professor
   Columbia University

Monica Richart, M.L.A.
Over the next ten to twenty years and beyond, our nation will require increasing numbers and varieties of health care professionals to meet the needs of a growing and aging population: doctors and nurses, nurse practitioners, physician assistants, nurse anesthetists, physical and occupational therapists, pathologist assistants, clinical psychologists, radiation technologists, pharmacists, podiatrists, and more. Likewise, the creation of policies and structures for health care delivery and education, and the day-to-day management of health care delivery, will require a host of public health officials, health educators, crisis management experts, case managers, and hospital administrators. None of these professionals work in isolation; teams of clinicians and technicians join forces with respect to each one’s appropriate role, and their work takes place in the context of policy, business, and research and within a variety of health care delivery settings. It has never been more
important for all health care professionals, no matter what their role, to understand the range of expertise involved in this enterprise, and to be able to work together to solve problems.

The Health Sciences major offers concentrations in BioScience and Health Care, Policy, and Practice that will enable future health care professionals to begin this cross-disciplinary conversation even earlier. In addition to General tracks, each concentration offers tracks that help students focus their interests and prepare for future careers. In BioScience students can choose from tracks in Medicine, Pre-nursing, or Laboratory Investigations; while in Health Care, Policy, and Practice, students can choose tracks in Health Education, Community and Public Health or Health Policy and Administration. This degree a) provides students interested in pursuing a career in one of many health-related professions with a common core of knowledge; b) provides a general track in each concentration but also articulates additional tracks that meet requirements for entry into graduate programs; c) provides enough flexibility to enable students to move among those tracks as their interests evolve, and d) brings students headed for multiple health-related professions into on-going conversation with each other. The curriculum is built on the principle that, in order to be effective, health care professionals need to understand both the factors that impact the health of individuals and the factors that impact the health of populations.

**Faculty**

Dorothy A. Kozlowski, Ph.D.

Chair, Health Sciences
Associate Professor, Biological Sciences
University of Texas at Austin

Douglas Bruce, Ph.D., M.S.W.

Assistant Professor
University of Illinois at Chicago

Sarah A Connolly, Ph.D.

Assistant Professor
University of Pennsylvania

**About**

The Department of Mathematical Sciences offers courses in pure and applied mathematics to help students reach a wide variety of intellectual, academic, and career goals.

Many students come to the department to obtain the mathematical background needed to be successful in programs in the natural sciences, computer science, social sciences, and business. Such students may choose to supplement their major in their home department by obtaining a minor in mathematics. Other students come to the department seeking a program leading to an undergraduate or graduate degree in one of the mathematical sciences.
Faculty

Ahmed Zayed, Ph.D.
Professor and Chair
University of Wisconsin

Mohamed Amezziane, Ph.D.
Associate Professor
University of Central Florida

J. Marshall Ash, Ph.D.
Professor
University of Chicago

Allan Berele, Ph.D.
Professor
University of Chicago

Jeffrey Bergen, Ph.D.
Professor
University of Chicago

William Butterworth, Ph.D.
Associate Professor
Northwestern University

Stefan Catoiu, Ph.D.
Associate Professor
University of Wisconsin

William Chin, Ph.D.
Professor
University of Wisconsin

Jonathan Cohen, Ph.D.
Professor
Washington University

Barbara Cortzen, Ph.D.
Associate Professor
University of California, San Diego

David Degras-Velabregue
Assistant Professor
Université Paris 6, France

Christopher Drupieski, Ph.D.
Assistant Professor
University of Virginia

Susanna Epp, Ph.D.
Professor
University of Chicago

A. Eduardo Gatto, Ph.D.
Associate Professor
About

Physicists study and apply the laws of nature to answer fundamental questions about the evolution of the universe, the nature of light and matter, and the behavior of the natural world. The Physics department at DePaul offers a full, rich curriculum in undergraduate and graduate education. Currently the home to more than 10 full and part-time faculty and approximately 50 majors and minors, the department offers courses on the Lincoln Park Campus. In addition to its strong undergraduate program with concentrations in standard physics and computational physics, the department offers dual engineering degrees in conjunction with the Illinois Institute of Technology, and a Master's degree in Applied Physics.

The department also serves as the host department for CIRRUS, the Chicago Initiative for Research and Retention for Undergraduates in Science. This NSF funded program provides all science majors at DePaul information on careers, internships, graduate schools, professional schools, etc.

Faculty

Jesus Pando
Associate Professor and Chair
University of Arizona

George Corso, Ph.D.
Instructor
Northwestern University

Susan M. Fischer, Ph.D.
Associate Professor
University of Notre Dame

Christopher G. Goedde, Ph.D.
Professor
University of California, Berkeley

John Goldman, M.S.
Instructor
Pennsylvania State University

Gabriela Gonzalez-Aviles, Ph.D.
Assistant Professor
Northwestern University

Eric C. Landahl, Ph.D.
Assistant Professor
University of California, Davis

W. Robert Matson, Ph.D.
Assistant Professor
Oklahoma State University

Raul Barrea, Ph.D.
Visiting Professor
National University of Cordoba, Argentina
Anuj P. Sarma, Ph.D.
  Associate Professor
  University of Kentucky

Gabi Mihalcea
  Laboratory Coordinator
  Kansas State University

Associated Faculty

Anthony F. Behof, Ph.D.
  Associate Professor Emeritus
  University of Notre Dame

Zuhair M. El Saffar, Ph.D.
  Professor Emeritus
  University of Wales, Great Britain

Edwin J. Schillinger, Ph.D.
  Professor Emeritus
  University of Notre Dame

Thomas G. Stinchcomb, Ph.D.
  Professor Emeritus
  University of Chicago

Donald O. Van Ostenburg, Ph.D.
  Professor Emeritus
  Michigan State University

About

The Department of Psychology is committed to providing excellent teaching, mentoring and advising for undergraduates, masters, and doctoral students in our six undergraduate major concentrations, two masters programs and five doctoral programs. Moreover, the Department of Psychology is committed to making meaningful contributions to the science of psychology and encourages students to do likewise, and to serve our university, community, and profession so as to enact and realize the mission of DePaul.

The goal of the Department of Psychology is to provide students with an understanding of the methods and content of scientific and applied psychology.
Faculty

Susan D. McMahon, Ph.D.
Professor and Chair
DePaul University

David Allbritton, Ph.D.
Associate Professor
Yale University

Suzanne Bell, Ph.D.
Associate Professor
Texas A&M University

Karen S. Budd, Ph.D.
Professor
University of Kansas

Linda A. Camras, Ph.D.
Professor
University of Pennsylvania

Jocelyn Smith Carter, Ph.D.
Assistant Professor
Vanderbilt University

Douglas Cellar, Ph.D.
Associate Professor
University of Akron

Jessica Choplin, Ph.D.
Associate Professor
University of California, Los Angeles

Jerry Cleland, Ph.D.
Professor and Dean of the College of Science and Health
Loyola University, Chicago

Sheldon Cotler, Ph.D.
Professor
Southern Illinois University

Ralph Erber, Ph.D.
Professor and Associate Vice President for Academic Affairs
Carnegie Mellon University

Joseph Ferrari, Ph.D.,
Professor
Adelphi University

Patrick Fowler, Ph.D.
Assistant Professor
Wayne State University

Pablo Gomez, Ph.D.
Associate Professor
Special Programs

**Bachelor of Arts (BA) in Psychology - Online Degree Program**

The BA in Psychology can be completed online, by transfer students, if certain prerequisites and additional degree requirements are met. This online degree program is available for two concentrations within the psychology major: the Standard BA Concentration and the Human Development BA Concentration.

**Admission criteria for online programs**

In order to be eligible for the BA in Psychology online format, students must meet the following requirements:

- Be a transfer student with a minimum of 45 quarter hours/30 semester hours of transfer credit
- Have a minimum cumulative 2.0 GPA
- Be in good standing at the last school attended

**Prerequisites**

Transfer students are encouraged to complete writing courses equivalent to DePaul’s WRD 103 and WRD 104 Composition & Rhetoric I and II (i.e. English Composition 101, and 102) requirements prior to beginning the online courses. Additionally, students will need to complete college algebra equivalent to DePaul’s MAT 100 or
MAT 101 (or a higher math course) before enrolling in the online program. Students who have successfully completed Statistics and/or Calculus will not need to take the math placement test.

Students should plan to complete all, or almost all, of their psychology courses at DePaul. Some elective and liberal studies courses may be completed with transfer credits. Consult the Transfer Course List for transferrable courses that may apply to Liberal Studies Program (LSP) and elective course requirements.

**Bachelor of Arts Degree Requirements**

The following degree requirements will need to be fulfilled in addition to the online course offerings:

- Complete the lab science course requirement through transfer course work, or credit by exam (CLEP/AP/IB). (Students may earn college level credit through taking College Level Equivalency Exams (CLEP) to validate knowledge previously acquired.)
- Complete the Modern Language requirement through transfer course work, proficiency, or credit by exam. (Proficiency may be documented by a satisfactory rating in a language proficiency examination administered, or accepted, by DePaul University.)

Graduation requirements for the BA in Psychology online degree program are identical to those for all psychology majors in the Standard Psychology or Human Development concentrations (see the Degree Requirements). DePaul bachelor’s degrees require 192 quarter hours.

To complete the degree requirements online in a timely fashion, students will need to follow the recommended online degree plan. Degree plans are available through the Psychology department.

Transfer students should select the Psychology Online Degree Program as their major when submitting a transfer application for admission to DePaul.

**About**

The mission of the School of Nursing is the preservation, enrichment, and transmission of nursing science as a discipline and its application to promote the health and well being of individuals, families, and communities. The faculty pursues this mission through excellence in teaching as the primary focus of scholarship; and through research that has the potential to advance nursing knowledge, scientific inquiry, teaching, and health. The School maintains a commitment to serving persons with diverse talents, qualities, interests, and socio-economic backgrounds in its educational programs and professional practice. It seeks to provide accelerated, inquiry-based education that anticipates the rapid pace of change in health promotion and illness care.

**Accreditation**

- Commission on Collegiate Nursing Education
- Council on Accreditation of Nurse Anesthesia Educational Programs

**Certification and Licensing Eligibility**

- American Association of Nurse Anesthetists
- American Nurses’ Credentialing Center
  - Adult Nurse Practitioner
  - Family Nurse Practitioner
- Illinois Department of Professional Regulation (NCLEX-RN)
Faculty

Kim Amer, PhD, RN

Associate Professor
University of Illinois at Chicago

Bill Cody, PhD, RN, CNE, FAAN

Director, School of Nursing
Professor
University of South Carolina

Elizabeth Florez, PhD-c, MS, RN

Clinical Instructor
University of Illinois

Linda Graf, MSN, CNM, WHNP-C, APN

Clinical Assistant Professor
University of Illinois at Chicago

Ron Graf, DNSc, APN, FNP-C

Associate Director, Doctorate of Nursing Practice Program
Clinical Associate Professor
Rush University

Barbara Harris, PhD, RN

Assistant Professor
University of Illinois at Chicago

Karyn Holm, PhD, RN, FAAN, FAHA

Professor
Loyola University

Erin Irwin, MSN, CMN

Coordinator of Clinical Placements
Visiting Instructor
University of Illinois at Chicago

Paula N. Kagan, PhD, RN

Associate Professor
Loyola University

Karen Larimer, PhD, ACNP-BC

Nurse Practitioner Clinical Placement Coordinator
Assistant Clinical Instructor
Loyola University

Young Me-Lee, PhD, RN

Assistant Professor
Rush University

Bernadette Roche, EdD, RN, CRNA, APN

Director, Nurse Anesthesia Program
Visiting Assistant Professor
Nova University

Mona M. Shattell, PhD, RN

Associate Professor
University of Tennessee
Matthew R. Sorenson, PhD, RN
Associate Director, Master's Entry into Nursing Practice Program
Associate Professor
Loyola University

Jane Tarnow, DNSc, RN
Clinical Associate Professor
Rush University

Lori Thuente, PhD, RN
Visiting Instructor
Loyola University Chicago

Uta Tichawa, MSN, APN, ANP, GNP-BC
Clinical Assistant Professor
Loyola University

About
The Science, Technology, Engineering, and Mathematics (STEM) Studies Department offers innovative, interdisciplinary programs and courses spanning the sciences, mathematics, and technology at DePaul. The Department works in close collaboration with the DePaul STEM Center. The Department administers the Master of Science in Science Education, a program to prepare master teachers in science at the middle school level. The program addresses a great need for content-based graduate study to enhance the teaching of science at the middle school level. The program integrates content with pedagogy, is inquiry-based, and integrates mathematics and technology with science. The STEM Studies Department also offers innovative science courses and special programs for undergraduates to engage highly diverse audiences in rich, contemporary science content.

Faculty
Bernhard Beck-Winchatz, Ph.D.
Associate Professor (STEM Studies)
University of Washington

Judith Bramble, Ph.D.
Associate Professor (Environmental Science)
University of North Carolina at Chapel Hill

Stanley Cohen, Ph.D.
Professor (Biological Sciences)
University of Colorado, Boulder

David C. Jabon, Ph.D.
Special Programs

Undergraduate College of Science and Health students may take advantage of pursuing a Modern Language Option to advance their language skills and, at the same time, apply the additional language coursework toward their Liberal Studies Program requirements.

Qualified undergraduate College of Science and Health students may pursue a combined program that would enable them to earn a bachelor degree and master degree within a shortened timeframe. Combined programs are offered through the College of Science and Health and through a partnership between the College of Science and Health and the College of Education's TEACH Program.

Modern Language Option Program

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

This program provides students the opportunity to complete in five years an undergraduate degree in a core science major and a Master of Education degree with State of Illinois secondary education teaching certification in a content area related to their major. As a combined degree program of the College of Science and Health and the College of Education, the program is collaboratively developed, governed, and taught by faculty from both units.

Students may apply to the Program during the spring of their junior year. They must complete the Junior Year Experiential Learning course TCH 320, Exploring Teaching in an Urban High School, and meet other application criteria prior to applying; these include completion of at least 16 hours of four courses at DePaul and a 3.0 GPA. During their Senior Year, students are required to complete a program capstone course and three 400-level courses at 12 quarter hours that count toward both their undergraduate and graduate degrees. The Master's year comprises teacher-preparation coursework that culminates with student teaching during the Spring quarter. Upon graduation and the fulfillment of State of Illinois Certification requirements (which may require some additional course work in the student’s major and related fields), students are eligible to be certified to teach Math, Biology, Chemistry, Environmental Science, or Physics at the 6th-12th grade levels.

A full description of the Program can be found on the College of Education website and in the College of Education graduate course catalog. Students interested in the TEACH Program may consult with an associate dean in the College of Science and Health or an associate dean in the College of Education.

**Combined Programs**

The combined Bachelor/Master degree program allows students to complete a maximum of 12 graduate credit hours as three courses while still an undergraduate student. These three graduate level courses will count toward both the undergraduate and graduate degree programs.

Students must formally apply to a combined program in spring of their junior year; interested students should meet with the Graduate Program Director of the program. Students formally accepted into this program take a maximum of twelve graduate credit hours as three courses in their senior year. Students must formally apply for undergraduate degree conferral via Campus Connection and be awarded their bachelor's degree in anticipation of continuing with their master’s level coursework.

**Certificates**

The College of Science and Health (CSH) offers certificates programs through our Mathematical Sciences Department and School of Nursing.

The CSH also participates in an interdisciplinary program offered through the School of Public Service in the College of Liberal Arts and Social Sciences.
Post Masters Certificate Advanced Practice Nursing

Admission Requirements

- Graduate Application
- Registered Nurse in the state of Illinois
- Master's degree in nursing
- Professional Liability insurance
- Minimum GPA of 3.0/4.0
- Basic statistics course or equivalent
- Two letters of reference (one from a nursing faculty member and one from a current work supervisor)
- Goal statement (1 - 2 pages)
- Portfolio Evaluation
- Completion of advance physiology, pathophysiology, and epidemiology
- Online application and application fee

Course Requirements

Nurse Practitioner

Advanced Practice Core Courses (18 credits)

- NSG 422 APPLIED PATHOPHYSIOLOGY(4)
- NSG 424 PATHOPHYSIOLOGY FOR ADVANCED PRACTICE(4)
- NSG 464 ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN(6)
- NSG 484 PHARMOCOLOGY FOR ADVANCED NURSING PRACTICE(4)

Adult - Gerontology Nurse Practitioner Concentration Courses (23 credits)

- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT(4)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE(4)
- NSG 483 PRACTICUM IN POPULATON BASED NURSING PRACTICE I(3)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II(4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING(2)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III(4)
- NSG 555 PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT(2)
- Elective offering: NSG 479 MANAGEMENT OF GERIATRIC SYNDROMES(4)

Family Nurse Practitioner Concentration Courses (28 credits)

- NSG 473 PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT(4)
- NSG 474 PRIMARY CARE OF THE ADULT AND OLDER ADULT(4)
- NSG 475 CLINICAL MANAGEMENT OF PREGNANCY AND CHILDBIRTH(3)
- NSG 478 CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE(4)
- NSG 483 PRACTICUM IN POPULATON BASED NURSING PRACTICE I(3)
- NSG 487 PRACTICUM IN POPULATION-BASED NURSING PRACTICE II(4)
- NSG 488 PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING(2)
- NSG 490 PRACTICUM IN POPULATION-BASED NURSING PRACTICE III(4)
Certificate in Applied Statistics

Course Requirements

The certificate program requires successful completion of six courses in Applied Statistics.

- MAT 441 APPLIED STATISTICS I
- MAT 442 APPLIED STATISTICS II
- MAT 443 APPLIED STATISTICS III
- Three courses selected from:
  - MAT 456 APPLIED REGRESSION ANALYSIS
  - MAT 457 NONPARAMETRIC STATISTICS
  - MAT 528 DESIGN AND ANALYSIS OF EXPERIMENTS
  - MAT 526 SAMPLING THEORY AND METHODS
  - MAT 458 STATISTICAL QUALITY CONTROL

Students in the Certificate in Applied Statistics program must apply for degree conferral via Campus Connection in advance of their final quarter in the program in order to have their coursework audited for the awarding of their certificate.

Certificate In Community Development

This program offers the opportunity to build community development specialist skills in organization planning, leadership development, and program evaluation. The program allows established and emerging professionals to broaden their perspective on urban-development programs in an interdisciplinary learning environment by including knowledge from psychology, public service, sociology, geography and liberal studies.

Students must successfully complete a minimum of 16 quarter hours of graduate credit. Each course carries four quarter hours. Students then must participate in a non-credit research colloquium. Each participant of the colloquium makes a presentation before a small group of students and faculty members. No more than two courses earned toward the certificate shall come from one department. Please note that the list of courses is subject to change. For course requirements and to learn how to apply, please contact the School of Public Service in the College of Liberal Arts and Social Sciences.

Student Resources

The College of Science and Health provides a broad range of advising and student services to help undergraduate and graduate students reach their academic and co-curricular goals and enhance their personal, intellectual and professional development.
Academic Advising

Academic advising is a valued component of the student experience within the College of Science and Health. It provides students with the opportunity to develop an academic plan that best fits their interests, strengths, and academic and career goals under the guidance of a knowledgeable and supportive advisor. Upon declaring a major field of study in the College, students are promptly assigned to either a faculty academic advisor or staff advisor in the corresponding department or program. Students who have declared a major should meet regularly with their assigned advisor within their program in order to complete their courses in a timely and efficient manner. Taking courses without consulting an advisor may lead to credits that will not satisfy College requirements for graduation. Those students who have not yet declared a major are highly encouraged to meet with either a staff advisor in the College's Office of Advising and Student Services or a staff advisor in the Office for Academic Advising Support prior to registering for classes each quarter.

Office of Advising and Student Services

The Office of Advising and Student Services partners with faculty and staff in the College to provide academic advising and student services to undergraduate and graduate College of Science and Health students. Advising and student services include, but are not limited to, guiding new and continuing students on course selection, providing consultation on academic policy interpretation, coordinating graduation, assisting with advising and course registration technology, and providing other forms of academic and extracurricular support.

Lincoln Park Campus
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Email: CSHAdvising@depaul.edu

About SNL

Why We’re Distinctive

The School for New Learning (SNL) provides a unique approach to learning for adults, with customized programs that build upon abilities and experiences, add knowledge, and develop skills to help achieve personal and professional goals.

A fundamental idea behind SNL is learning from experience. We believe mixing experiences and interpretations results in lasting knowledge.

SNL programs are designed to recognize and develop competence. Our students are assessed on their problem-solving knowledge.

SNL values individualized learning. Students move at their own pace with personalized guidance.
Mission

The School for New Learning, established in 1972 as one of the schools and colleges of DePaul University, exists to foster, develop and certify the knowledge and abilities of adults and to prepare them to be self-managed, lifelong learners as they pursue a vision of a better world. To this end, the school offers competence-based degree programs and learning experiences that emphasize the application of what is learned in ways that are meaningful to adults. Further, SNL practices continuous program evaluation and enhancement and scholarly investigation to ensure that its curricular programs meet the challenges of change in a contemporary society.

Administration

Marisa Alicea, Ph.D.
   Dean

Corinne Benedetto, Ph.D.
   Associate Dean, Systems and Retention

Deborah W. Holton, Ph.D.
   Associate Dean, Mentoring and Part-Time Faculty

Susan Reed, Ph.D.
   Associate Dean, Curriculum and Instruction

Corinne Benedetto, Ph.D.
   Director, O'Hare and Naperville Campuses

Betta LoSardo, M.A.
   Acting Director, SNL Online

Susan McGury, Ph.D.
   Director, Oak Forest Campus

Barbara Radner, Ph.D.
   Director, Center for Urban Education

Russell R. Rogers, Ph.D.
   Director, Graduate Programs

Beth Rubin, Ph.D.
   Director, SNL Online

Pat Ryan, M.A.
   Director, Loop Campus

Ann Stanford, Ph.D.
   Director, SNL Tangaza Project

Gretchen Wilbur, Ed.D.
   Director, Assessment Center

Shirley Rice Bono, M.A.
   Assistant Dean for Undergraduate Student Services

Douglas Murphy, M.A.
Senior Assistant Dean
Jennifer Prey, B.A.
Assistant Dean for Budget and Administration

Imran Ali, B.A.
Director, Records

Sarah Hellstrom, M.A.
Associate Director, Graduate Programs

Shirin Kadwani, M.S.
Associate Director, SNL Online

Kenn Skorupa, M.Ed.
Associate Director, Joint Degree Programs

Helen Brusek, M.A.
Assistant Director, Graduate Programs

Kenya Grooms, Ph.D.
Assistant Director, Oak Forest Campus

John Hemmerling, M.S.
Assistant Director, O'Hare and Naperville Campuses

Faculty

Marisa Alicea, Ph.D.
Associate Professor

Corinne Benedetto, Ph.D.
Associate Professor

Miriam Ben-Yoseph, Ph.D.
Associate Professor

Joseph Chen, Ph.D.
Assistant Professor

Ludovic Comeau J.r., Ph.D.
Associate Professor

Nancy Davis, Ph.D.
Associate Professor

Kevin Downing, Ph.D.
Professor

Susanne Dumbleton, Ph.D.
Professor

Morry Fiddler, Ph.D.
Professor

Ruth Gannon-Cook, Ph.D.
Associate Professor

Kenya Grooms, Ph.D.
Mechthild Hart, Ph.D.
Professor

Dan K. Hibbler, Ph.D.
Associate Professor

Deborah W. Holton, Ph.D.
Associate Professor

Sara Kimble, Ph.D.
Assistant Professor

John Kimsey, Ph.D.
Associate Professor

Caroline Kisiel, Ph.D.
Assistant Professor

Betta LoSardo, M.A.
Full-Time Faculty

Catherine Marienau, Ph.D.
Professor

Akilah Martin, Ph.D.
Assistant Professor

Arieahn Matamonasa, Ph.D.
Assistant Professor

Dana McDermott, Ph.D.
Associate Professor

Susan McGury, Ph.D.
Associate Professor

Patricia Monaghan, Ph.D.
Professor

Michelle Navarre Cleary, Ph.D.
Associate Professor

Donald Opitz, Ph.D.
Assistant Professor

Barbara Radner, Ph.D.
Associate Professor

Susan Reed, Ph.D.
Associate Professor

Russ Rogers, Ph.D.
Professor

Beth Rubin, Ph.D.
Assistant Professor

Pat Ryan, M.A.
Full-Time Faculty

Michael Skelley, Ph.D.
Associate Professor

Regina Spellers Sims, Ph.D.
Instructor

Ann Stanford, Ph.D.
SNL Student Code

This Code incorporates and extends the Code of Student Responsibility within both the DePaul University Graduate Student Handbook and Undergraduate Student Handbook, and is in force and applicable for all matriculated School for New Learning students. The Code further incorporates and extends existing student responsibility and conduct codes currently in force for online students and graduate students at SNL.

On Being a Member of a Learning Community

All active DePaul University School for New Learning students have the right to participate as voluntary members of an academic community engaged in the pursuit of knowledge and skill critical to personhood, work and the professions, and human welfare. As voluntary members of DePaul University, a not-for-profit, private institution of higher education, all students accept the guiding authority of academic advisors and faculty members, and the policies and procedures supporting the degree programs in which they are enrolled.

Students have the right to speak with faculty and administration regarding specific policies, requirements, practices, or difficulties that may arise during their period of active study. When a student initiates clarifying dialogue around one or more of these items, she or he is responsible for conducting all communication in a respectful and professional manner. Email, voice, and face-to-face interaction must be precise, and focus on specific questions or complaints presented with supportive evidence and argument. All parties, including the student, will approach the problem in the spirit of dialogue and with a commitment to a fair, clear, and timely resolution.

Unprofessional and other forms of aggressive or uncongenial behavior and communication, in or out of the classroom, will not be tolerated in the learning community of the School. A student who willfully exhibits behavior inconsistent with this Code and related behavioral policies (see above) will be referred to an associate dean and/or the University Dean of Students Office.

Any active student with a question, comment, or grievance regarding his or her participation in the SNL learning community must contact the Associate Dean on Call for that term.
Academics

Founded in 1972, the undergraduate and graduate degree programs of the School for New Learning (SNL) are recognized internationally as leaders in education for adults.

Programs

- Applied Professional Studies (MA)
- Applied Technology (MS)
- Educating Adults (MA)

SNL Graduate Academic Student Handbook

All SNL graduate students assume responsibility to know and meet both the general and particular regulations, procedures, policies and deadlines set forth in these materials. In addition, all SNL graduate students are expected to adhere to the Student Code of Responsibility (available in the DePaul University Graduate Student Handbook), and the SNL Code of Student Rights and Responsibilities, to follow the policies, procedures and regulations of the University, and to fulfill any particular stipulations which the School for New Learning Graduate Programs may have made in individual cases at the time of admission or, subsequently, through official action. Failure to do so may be grounds for dismissal from the applicable graduate program.

Additional program information and regulations applicable to specific graduate programs can be found in each Program Guidebook and student resources on the SNL website.

Acceptable Grades

Grades of "A" through "C" are acceptable for registrations (courses or competencies) applied to SNL graduate programs. Grades of "C-" or lower require re-registering and re-completing course/competence. "Pass/No Pass" is only applicable to specified program components as explicitly designated within each graduate program's Curriculum Guidebook.

Continuing Activity Status

Students who need to interrupt their programs of study for any reason should register for "continuing activity status" (CAS) during the quarter(s) of interruption. This is a minimal registration (nominal fee) which enables the student to maintain his/her Active status during the interruption, and thereby maintain access to his/her Faculty Mentor, the DePaul libraries and computer labs.

Cumulative GPA

SNL graduate programs require a cumulative GPA of no less than 3.0 at the point of graduation in order to
complete the respective degree and enable degree conferral.

**Graduation Steps**

A detailed list of Graduation Steps is provided for all SNL graduating graduate students on the SNL website.

**Probation (Special Review) & Dismissal**

Students whose performance jeopardizes their satisfactory academic progress as outlined in program materials are subject to being placed on “special review status” (academic probation) by the Graduate Student Program Review Committee (GSPRC). In such cases, the student’s Faculty Mentor develops a draft of the concerns and conditions for review. Upon GSPRC deliberation and decision, the GSPRC Chair prepares and distributes the special-review letter outlining issues/concerns as well as conditions/deadlines that need to be met for Special Review Status to be lifted. The Faculty Mentor monitors the student’s progress in meeting the conditions of the special review/probation.

Failure to comply with any of the terms of “special review” will result in academic dismissal from the applicable graduate program. A student who has been dismissed for academic/special-review reasons may, after a period of time not less than two quarters, reapply for readmission.

**Six-Year Time Limit**

All graduate degree requirements must be satisfied within six years commencing with the term of initial enrollment. Students who fail to complete their graduate program/certificate requirements within the six-year limit must reapply and be readmitted. In such cases, readmission may require students to re-enroll and re-complete portions of their respective program/certificate in order to ensure currency of the knowledge-base/skill-base.

**Transfer Coursework**

Up to eight credit hours of graduate study may be “transferred” from other programs/universities in partial fulfillment of approved portions of SNL’s graduate programs’ requirements. Such coursework must have received a grade of "C" or better, been from an regionally-accredited university, and been completed no longer than six years prior to SNL graduate degree conferral.

**Admission**

The School for New Learning offers adults (age 24 and above) customized and accelerated undergraduate degrees and unique, individualized graduate programs.

**Undergraduate Admission**

Candidates interested in admission to the School for New Learning should direct all inquiries to the Office of Admission, DePaul University, 1 E. Jackson Boulevard, Chicago, Illinois, 60604, admission@depaul.edu, or (312) 362-8300.

Applicants must have a GPA of 2.0 from the last school attended. This requirement may be waived for a transcript more than three years old.
Graduate Admission

As indicated, the following process and components apply to all of the School for New Learning's (SNL) graduate programs and certificates.

Application Steps

Step 1: Basic Information.

Applicant becomes knowledgeable about a particular SNL graduate program/certificate. Various options are available for this purpose, e.g., materials, information sessions, advising appointments, etc. See the SNL website for details.

Step 2: Application and Required Materials.

Applicant submits required application materials including:

- a completed Application form and Application Fee* (*The application fee is waived for DePaul alumni);
- a current resume;
- an Application Essay* (writing sample) that addresses key questions pertinent to assessing the "fit" of the particular program to the student and vice versa (*Application Essay is waived for certificate applicants); and,
- official, sealed transcripts documenting all prior college/university coursework including demonstration of a completed undergraduate degree from a regionally accredited institution. An undergraduate cumulative GPA of 2.5 is required

NOTE: Standardized test scores are not required; however, applicants who have taken tests such as the GRE, GMAT, Miller Analogies, etc., within the previous three years are encouraged to submit their scores. International students are advised to consult the International Programs Office to learn of further University requirements that may apply.

Step 3: Interview.

Upon initial review of application materials, a representative of the SNL Graduate Admissions Committee invites qualified applicants to an admissions interview. The purpose of this interview is to enable both the particular program and the applicant to further ascertain the match or alignment between what the particular graduate program/certificate offers and what the applicant is seeking in terms of his/her graduate-learning or certificate-learning experience.

Step 4: Review.

Information gleaned from each applicant’s materials and interview is reviewed and assessed by the SNL Graduate Admissions Committee in accordance with the particular program’s admission considerations. See admissions considerations below.

Step 5: Decision.

An admission decision is rendered and communicated to the applicant in writing. As necessary, SNL Graduate Programs reserve the right to admit particular applicants conditionally. In such cases, the terms (conditions and timeline) of the conditional status are noted in the student’s acceptance letter. Failure to satisfactorily adhere to or fulfill these terms may result in academic dismissal/withdrawal from the particular program.

Admission Considerations

The following areas are considered in making admission decisions:
• applicant’s reasoning in selection of the particular graduate program or certificate (including investigation of other graduate programs/certificates);
• applicant’s understanding of the particular SNL graduate program/certificate;
• applicant’s professional background including, for graduate program applicants, his/her possession of at least three years of experience, or equivalent, relevant to the particular SNL graduate program/certificate under consideration;
• applicant’s possession of a practice-site (worksite or relevant application setting in which to apply learning from the particular SNL graduate/certificate program);
• applicant’s educational goals/objectives and the congruence between those goals and the graduate/certificate program under consideration;
• applicant’s motivation to increase competence and ability to sustain effort to achieve such;
• applicant’s learning values and skills (willingness and ability to conduct self-managed/independent learning; participate positively in peer-group learning; engage in self-assessment; engage in reflection to increase understanding and improve practice; and, organize areas of knowledge and skill into themes and describe evidence in support of such);
• applicant’s cognitive/intellectual values and skills (willingness and ability to investigate prior to making claims; engage in curiosity leading to focused and sustained attention (analysis/synthesis) regarding a point of inquiry; investigate various knowledge sources (libraries, data bases, etc.); broaden perception by exploring multiple context(s) in which knowledge exists; analyze underlying assumptions and tolerate/explore ambiguity; discriminate information from opinion; form and adapt commitments amid various contexts; reflect on the meaning of discovery; and, develop and engage a breadth of interest across multiple disciplines);
• applicant’s communication values and skills (willingness and ability to express oneself in written and oral forms including appropriately documenting sources; decipher verbal and nonverbal messages; and, respond effectively);
• applicant’s psychosocial values and skills (willingness and ability to understand and manage emotions; function with autonomy and interdependence; tolerate and appreciate differences; build and sustain positive interpersonal relationships; develop and engage a sense of self in a social, historical, and cultural contexts; and, function with moral and ethical integrity);
• applicant’s access to, and ability to use, e-mail, the Internet, and necessary computer-based software; and,
• applicant’s undergraduate cumulative GPA. (For MSAT applicants, the required minimal undergraduate cumulative GPA is 2.5.)

NOTE: The School for New Learning/DePaul University considers students on the basis of individual merit and without regard to race, color, religion, gender, sexual orientation, age, national or ethnic origin, handicap, or other factors irrelevant to participation in its programs.

Admission Status

Students are to matriculate in the quarter for which they are admitted. Students failing to do so (and who later wish to start) are responsible to update their admissions materials and, if necessary—depending on changes to those materials, reapply. The Graduate Programs Office maintains an admission file/status for one year from the date of admission.

Financial Aid

Information about applying for financial assistance is available on the SNL website.

Liberal Learning for Professionals

SNL awards a Certificate of Achievement in Liberal Learning for Professionals to graduate students who successfully complete the Liberal Learning portion (17-18 credit hours) per graduate program (MAAPS, MAEA, MSAT). This portion includes:

• AP 505 FINDING AND MANAGING INFORMATION
  or EA 527 FINDING AND MANAGING INFORMATION
• LLS 410 PERSONAL EFFECTIVENESS
• LLS 420 INTERPERSONAL EFFECTIVENESS
• LLS 430 ORGANIZATIONAL EFFECTIVENESS
• LLS 440 VALUES EFFECTIVENESS
Educating Adults

SNL awards a Certificate of Achievement in Educating Adults to graduate students or non-degree-seeking professionals who successfully complete three core courses (12 credit hours) that relate directly to the effective design, implementation and assessment of learning programs in any setting. The three courses include:

- EA 516 DESIGNING EDUCATIONAL OFFERINGS
- EA 517 FACILITATING ADULTS LEARNING
- EA 526 ASSESSING LEARNING AND EVALUATING PROGRAMS

About

The DePaul University School of Music prepares students to excel in a variety of professional careers. Located in one of the most vibrant musical cities in the world, the School of Music provides opportunities for students to study with working professionals who are committed to teaching excellence. In a supportive and collaborative atmosphere, students learn from distinguished faculty who are prominent conductors, composers, performers, recording engineers, teachers, and arts managers.

Through a highly selective admissions process, the School of Music selects undergraduate and graduate students for its seven undergraduate, four graduate programs, and two certificate programs. At DePaul, the faculty priority is on teaching, with a strong commitment to providing quality education. The School of Music embraces the diversity of Chicago's urban society, and draws upon the resources of the city in all its programs. In keeping with DePaul's Catholic and Vincentian heritage, the School of Music is committed to service of others. We seek to enrich the lives of the members of the DePaul community and Chicago area through musical performances and outreach activities.

Three basic tenets are central to the School of Music's mission: nurture, engage, and elevate. The School strives to nurture students in a healthy learning environment, engage students in meaningful learning experiences, and elevate students onto successful career paths.

Administration

Donald E. Casey, ED.D.
Dean
Judy Bundra, Ph.D.
Associate Dean for Academic Affairs
Robert Krueger, M.B.A.
Committee on Graduate Studies

Ross Beacraft
Director of Admissions

Judy Bundra, Ph.D.
Associate Dean for Academic Affairs

Julie DeRoche, B.M.
Chair, Performance Studies

Jacki Kelly-McHale, Ph.D.
Music Education Program Coordinator

Robert Lark, D.M.A.
Director of Jazz Studies

Kurt Westerberg, D.M.
Chair, Department of Musicianship Studies & Composition

Faculty

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Group Piano Coordinator
Lecturer, Group Piano
Northwestern University

Stephen Balderston, M.M.
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The Juilliard School

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Lecturer, Bassoon  
University of Michigan

John Behling, Ph.D.

Lecturer, Musicianship & Composition; Liberal Studies  
University of Michigan

Julia Bentley, M.M.

Lecturer, Applied Voice  
Indiana University

Brandi Berry, M.M.

Coach, Chamber Music  
Indiana University

Gregory Bimm, M.A.

Lecturer, Music Education  
Western Illinois University

Meaghan Binder, M.M.

Lecturer, Music Education  
DePaul University

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Lecturer, Music Education  
DePaul University

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University of Arts, School of Music

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DePaul University

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Brown University

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Associate Professor, Music Education  
Northwestern University

Jane Bunnell, B.M.

Vocal Program Coordinator  
Associate Professor, Voice  
Indiana University
Elizabeth Byrne, Performer’s Certificate
Lecturer, Voice
Royal Northern College of Music Manchester

Wagner Campos, M.M.
Lecturer, Clarinet
DePaul University

Oto Carillo, M.M.
Lecturer, French Horn
Northwestern University

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Dean
Professor, Music Education
University of Illinois

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DePaul University

Tim Coffman, B.M.
Lecturer, Jazz Studies; Music Education
Indiana University

Mark Colby, M.M.
Lecturer, Jazz Studies
University of Miami

Cliff Colnot, Ph.D.
Director of Orchestral Activities
Conductor, Symphony Orchestra, Wind Ensemble
Northwestern University

Larry Combs, B.M.E.
Lecturer, Clarinet
Eastman School of Music

Susan Cook, M.M.
Lecturer, Saxophone
Northwestern University

Floyd Cooley, Performer’s Certificate
Brass Program Coordinator
Lecturer, Tuba
Indiana University

Mark Cunningham, B.A.
Lecturer, Performing Arts Management
Michigan State University

Marc Damoulakis, B.M.
Lecturer, Percussion
Manhattan School of Music

Donald DeRoche, Ph.D.
Professor Emeritus
Northwestern University
Julie DeRoche, B.M.
   Performance Studies Chair
   Associate Professor, Clarinet
   Northwestern University

Jelena Dirks, M.M.
   Woodwind Program Coordinator; Lecturer, Oboe, Piano
   University of Michigan

Karen Dirks, B.A.
   Lecturer, Viola
   San Diego State University

Mathieu Dufour, Ph.D.
   Lecturer, Flute
   National Conservatory of Music, Lyon, France

Cathy Ann Elias, Ph.D.
   Associate Professor, Musicianship & Composition; Liberal Studies
   University of Chicago

Marc Embree, M.F.A.
   Lecturer, Voice; Music Education
   Tulane University

Nomi Epstein, D.M.
   Lecturer, Musicianship & Composition
   Northwestern University

Mark Fisher, M.M.
   Lecturer, Trombone
   New England Conservatory

George Flynn, D.M.A.
   Professor Emeritus
   Columbia University

Donna Gallo, M.M.E.
   Lecturer, Music Education
   Silverlake College

Kirk Garrison, M.M.
   Lecturer, Jazz Studies
   DePaul University

Michael Green, B.M.E.
   Percussion Program Coordinator
   Lecturer, Percussion
   Northwestern University

Steven Grives, D.M.
   Visiting Assistant Professor of Choral Ensembles & Director of Choral Activities
   University of Colorado

Crystal Hall, M.M.
   Lecturer, Music Education
   University of Texas At Austin

Dana Hall, M.M.
Associate Professor of Jazz & Ethnomusicology
DePaul University

Alexander Hanna, B.M.
Lecturer, String Bass
Curtis Institute of Music

Jason Heath, M.M.
Lecturer, String Bass & Composition
Northwestern University

John Henes, B.M.
Lecturer, Alexander Technique
Indiana University

Linda Hirt, M.M.
Lecturer, Voice
Indiana University

Michael Hovnanian, B.F.A.
Lecturer, String Bass
California Institute of The Arts

Nicholas Hutchinson, D.M.A
Lecturer, Diction
University of Michigan

Gregory Hutter, D.M.
Lecturer, Musicianship
Northwestern University

Jae Hwang-Hoesley, D.M.A.
Lecturer, Group Piano
Rutgers University

Eugene Izotov, B.M.
Lecturer, Oboe
Boston University

Christopher Wendell Jones, D.M.A.
Assistant Professor, Composition
Stanford University

Alyce Johnson, M.M.
Lecturer, Flute
Eastman School of Music

Margaret Johnston, M.S.
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Queens College

Ilya Kaler, Ph.D.
Professor, Violin
Moscow State Conservatory

Olga Kaler, M.M.
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Moscow State Conservatory

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Manhattan School of Music

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University of Wisconsin-Milwaukee

Paula Kosower, D.M.
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Northwestern University

Jeffrey Kowalkowski, D.M.A.
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Michael Kozakis, M.M.
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DePaul University

Kelly Langenberg, M.M.
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DePaul University

Robert Lark, D.M.A.
Director of Jazz Studies
Professor, Jazz Studies
University of North Texas

Tage Larsen, B.M.
Lecturer, Trumpet
Michigan State University

Tina Laughlin, B.M.
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DePaul University

Matthew Lee, M.M.
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Northwestern University

Christopher Lemons, Ph.D.
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Michael Lewanski, B.M.
Assistant Professor, DePaul Chamber Orchestra, Ensemble 20 +
Yale University

Ruth Marshall, M.M.
Lecturer, Music Education
DePaul University

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University of Northern Colorado

Mark Maxwell, M.M.
Guitar Program Coordinator
Lecturer, Guitar
Southern Methodist University

Ben McMunn, M.M.
Lecturer, Music Education
Northwestern University

Thomas Miller, M.M.
Professional Studies Chair
Professor, Sound Recording Technology
DePaul University

Eric Millstein, M.M.
Lecturer, Percussion
Temple University

Steven Mosteller, M.M.
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Keyboard Program Coordinator; Coach, Chamber Music
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Erica Neidlinger, Ph.D.
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Professor Emeritus, Piano
Tchaikovsky State Conservatory

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University of Illinois

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Cory Tiffin, B.M.

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Charles Vernon

Lecturer, Trombone

Kurt Westerberg, D.M.

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Associate Professor
Northwestern University

Brad Williams

Lecturer, Jazz Studies

Mark Zinger

Professor Emeritus
Odessa State Conservatory

Mischa Zupko, D.M.A.
Academics

The School of Music is home to Undergraduate, Graduate and Non-Degree Certificate programs.

Graduate Programs

- Composition (MM)
- Jazz Studies (MM)
- Music Education (MM)
- Music Performance (MM)

School of Music Graduate Student Handbook

In addition to the DePaul University Graduate Student Handbook, the School of Music Student Handbook includes rules and regulations for its graduate programs. Additional academic information and regulations applicable to our graduate programs appear in the School of Music Student Handbook.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the terms of the catalog in effect at the time of readmission or status change.

It is the responsibility of graduate students to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook.

Overview of Graduate Program

Masters of Music

DePaul University School of Music offers a Masters of Music degree in performance, composition, jazz studies, or music education. A minimum of 48 quarter hours are required for the degree, including courses in music history and theory, research, and the area of specialization. Graduate students are also required to pass a comprehensive examination and complete a final project, recital, or paper. Most students complete the program
in two years or six quarters; however, music education students who enroll part-time while teaching may take classes throughout three summers and two intervening academic years.

**Certificate in Performance**

The Certificate in Performance is a highly selective, intensive course of study for students who have already earned a master’s degree in performance. A minimum of 36 quarter hours must be completed over two years. Certificate students enroll in applied lessons, ensembles, and other supporting music courses.

**Performance Awards**

All students who receive performance awards must participate in ensembles as needed. Failure to do so may result in the forfeiture of performance award dollars. Graduate performance awards are provided for a maximum of 6 quarters. Only full-time students (6-8 credits per quarter) are eligible for performance awards. Questions about the performance awards may be directed to Mr. Ross Beacraft, Director of Admission.

Curricular ensemble requirements may differ from performance award requirements. A student on a performance awards may be required to participate in ensembles different than or beyond their major’s curricular requirements.

**Academic Probation**

Students who fail to make meaningful progress towards their degree may be placed on academic probation. Furthermore, students who do not maintain a 2.5 grade point average, may be placed on academic probation. Any student who is placed on probation will be notified in writing and should meet with the Associate Dean of Academic Affairs. Generally, students are not allowed to remain on probation for more than 2 quarters without additional academic sanctions being applied.

**Academic Dismissal**

Students who fail to meet the academic standards of the University or School of Music may be dismissed. If a student earns less than a 2.5 GPA for two consecutive quarters, and/or fails to make meaningful progress towards the degree, the student is subject to dismissal. Any student who is dismissed will be notified in writing and will meet with the Associate Dean of Academic Affairs. Appeals for dismissal should be submitted in writing to the School of Music Exceptions committee, clearly stating reasons for the academic problem and a plan to address the situation.
Withdrawal and Re-Application

Any student who wishes to withdraw from the School of Music should first meet with his or her advisor and then the Associate Dean of Academic Affairs. If the student is receiving a performance award, s/he should also meet with Mr. Ross Beacraft, Director of Admissions. A student must also submit a withdrawl/leave of absence form through Campus Connection, explaining the reasons for withdrawal. If a student withdraws in good standing, s/he may reapply within 3 quarters without re-auditioning or re-applying; if a student is away longer than 3 quarters, s/he must reapply and re-audition to the School of Music, and is subject to the requirements current at the time of their application.

Enrollment and Credits

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The unit of credit is one quarter hour granted for 45 minutes of classroom work a week. The normal class extends over a ten-week period (or an accelerated five-week period in the summer). All courses carry four quarter hours of credit (2 2/3 semester hours), unless otherwise noted.

Graduate music students enrolled for six or more quarter hours of credit are considered full-time. Those registered for less than 6 quarter hours of credit are considered less than half-time.

Graduate courses are numbered as 400 level courses. Graduate students must enroll for 400 level courses.

Transfer Credits

No transfer credits are accepted toward the Masters of Music or Certificate of Performance programs. All course work must be completed at DePaul University School of Music.

Graduation

Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which they were admitted. Completed degree requirements include passing the comprehensive examination and the submission of a final project, such as research paper, composition, or recital. Students need to achieve a minimum grade point average of 2.500 to graduate.

The University confers degrees at the end of the quarters, in November, March, June, or August; commencement ceremonies occur only in June. A student may participate in the June commencement ceremony if s/he completes the requirements in the winter or spring quarters preceding the ceremony, or the fall quarter of the following academic year. An application for degree completion must be filed online by the
appropriate deadline.

In addition to submitting a graduation application, all graduating students must meet with the Associate Dean of Academic Affairs for a pre-graduation check. Failure to do so may jeopardize the granting of a student's degree. Students will be listed in the commencement book based upon their applications—degrees will not be conferred until all requirements are complete.

At the conclusion of their last quarter, a review of the students' transcripts takes place; upon successful completion of the degree requirements, students' names are released to the Student Records with the appropriate honors designations. An additional review takes place to ensure that all financial obligations have been met. Once complete, transcripts with the degree posted are available through Student Records, and diplomas are mailed to students. To receive a diploma, it is essential that students update their addresses in Campus Connection. The distribution of diplomas or release of final transcripts will be withheld if money is owed to the University.

**Graduation with Distinction**

Graduation with distinction is awarded for students who earn 3.75 GPA or above.

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**Career Services**

The School of Music Office of Career Services serves music students and alumni, providing assistance with resumes, cover letters, recommendations, correspondence, interviews, and career strategies. Job openings are posted electronically and on the bulletin boards. Students are encouraged to meet with Robert Krueger, Associate Dean for Administration, School of Music, Room 231, (773) 325-4355 or rkrueger@depaul.edu prior to graduation.

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**Music Teacher Certification Program**

**Admissions**

Applicants to the DePaul music teacher certification program must meet the following standards:

- Undergraduate degree in music
- Grade Point Average of 2.75 or higher
- Recommendations from two individuals familiar with the candidate's potential as a teacher
- Music audition

**Program of Study**

All teacher certification students must meet the core requirements of the undergraduate students in music education. Teacher certification students take courses in four basic areas: music, liberal studies, music education, and education. A transcript review will be done by the music education department, to determine any deficiencies in any of these areas of study. Substitutions will be determined by the Associate Dean for Academic Affairs where appropriate.

Music courses:

- Applied music study (2 years)
- Musicianship/music theory and history (2 years)
- Aural training (2 years)
- Keyboard skills (2 years)
Conducting (1 course)
Music Traditions (world music and jazz)
Ensemble (4 years)

Liberal Studies:
- Writing (8 credits)
- Math (4)
- Science, lab or quantitative (4)
- American government (4)
- American history (4)

Music education (V=vocal specialization only, I=instrumental specialization only)
- MED 306, Introduction to Music Education (2 credits)
- MED 303, Elementary Vocal General Music Methods (4)
- MED 304 Middle School Vocal General Music Methods (2), V
- MED 300, Elementary Instrumental Music Methods (4)
- MED 305, Secondary Vocal Music Methods (2), V
- MED 308, Accompanying for the Music Educator (2), V
- MED 301, Secondary Instrumental Music Methods (2), I
- MED 310, Music for the Exceptional Child (4)
- MED 325, Conducting for the Music Educator (2)
- MED 340, Technology for the Music Educator (2)
- MED 121, Class Guitar (1)
- MED 196, Class Voice (1)
- Instrumental techniques classes (4 for V, 8 for I):
  - Instrumental Specialization
    - MED 101 Brass I, MED 102 Brass II, MED 103 Woodwinds I, MED 104 Woodwinds II, MED 109 Woodwinds III, MED 107 Percussion I, MED 105 Strings I, MED 106 Strings II
  - Voice Specialization
    - MED 101 Brass I or MED 102 Brass II
    - MED 103 Woodwinds I, MED 104 Woodwinds II, or MED 109 Woodwinds III
    - MED 105 Strings I
    - MED 107 Percussion I
- MED 313, Choral Literature (2), V
- MED electives (4 for V, 6 for I)
- MED 095 (0)
- MED 392, Student Teaching (12)
- MED 393, Student Teaching Seminar (0)

Professional education
- SCU 207, Social and Historical Foundations of Education (4)
- SCU 336 or PSY 303, Human Growth and Development (4)
- LSE 380, Philosophical Foundations of Education (4)

Certificate in Performance Program

Certificate In Performance

The purpose of the program is to provide an intensive post-master's degree performance experience for a small number of highly accomplished performers. Entry into the program is based on evidence of ability to be successful in post-graduate level performance study. Other criteria include:

- Completion of a Master of Music in performance degree or equivalent from an accredited institution.
- Three letters of recommendation.
- An entrance audition which demonstrates performance ability at the post-master’s level.
- Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.
There are two primary components to the certificate in performance program. First, applied music (private instruction), and second, related studies. Related study will often consist of participation in the appropriate ensembles and additional academic classes in the School of Music. The course requirements for the certificate in performance appear below:

- Applied Music (24 credits)
- Related Study (12 credits)
- Recital (0 credits)

### Admission and Aid

#### Undergraduate Admission

Admission as a degree-seeking student in the School of Music is contingent upon a superior high school record and successful completion of a performance audition. Entering freshman and transfer applicants are required to audition before March 4 for admission the following September. Transfer students are required to validate credits earned in musicianship studies (theory, music history and literature, aural skills, and keyboard) through a placement examination prior to initial registration.

All students are required to audition regardless of their intended major and are encouraged to schedule their dates and times after October 15 for auditions to be held from January 29 through March 3. For audition requirements and a list of scheduled audition dates, please visit our website at http://music.depaul.edu/Admissions/Auditions/AuditionsUndergraduate.asp, contact the Director of Admission, DePaul University School of Music, 804 West Belden Avenue, Chicago, IL 60614, or call (773) 325-7444.

### Scholarship Opportunities

#### Undergraduate

Incoming freshmen majoring in music are automatically considered for music performance awards at the time of their entrance audition. The number and amount of these music awards vary each year. Please contact the School of Music for further information.

### Financial Aid

Students may apply for financial assistance based on family need through the Office of Financial Aid, DePaul University.
Graduate Admission

Admission

The first charter of DePaul University included a statement on nondiscrimination, and the policy has been enforced vigorously for over 114 years. It is the policy of the School of Music to make admission decisions without regard to the race, color, religion, age, gender, sexual orientation, national origin or handicap of the candidate.

Procedures for Admission

Applicants for graduate admission should submit an application online at http://www.depaul.edu/. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants to the master's degree program for performance and jazz studies must take an entrance audition, usually held in February of each year. Audition requirements are specified at the following website: http://music.depaul.edu/Admissions/Auditions/AuditionsGraduateCertificate.asp. Applicants to the master's degree program for music education must interview with the Music Education department. Applicants to the master's degree program for composition must submit a composition portfolio of three pieces. A nonrefundable application fee is required of every student applying for admission to the University as a degree-seeking student. When admission has been approved, the applicant will be notified of the diagnostic examination schedule and new student orientation, which usually take place before the start of the academic year.

Certificate in Performance

The School of Music also offers a program leading to the Certificate in Performance. The Certificate in Performance is a post-masters program for classical or jazz musicians who intend to pursue careers as professional performers. Applicants should submit an application online at http://www.depaul.edu/. The application deadline is December 1. Applicants should submit official college transcripts and three letters of recommendation to support their application. Applicants must take an entrance audition, usually held in February of each year. Audition requirements are specified at the following website: http://music.depaul.edu/Admissions/Auditions/AuditionsGraduateCertificate.asp

Non-Degree Seeking Students

DePaul School of Music does not normally admit applicants as non-degree seeking students. A student who has earned a bachelor's degree or its equivalent from an accredited institution and does not intend to work for a master's degree may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a non-degree seeking student. Only the first 12 quarter hours earned as a non-degree-seeking student at DePaul may subsequently be applied toward a degree when the student is accepted as a degree-seeking student.

Student-At-Large

DePaul School of Music does not normally admit applicants as students-at-large. A student completing a graduate program at another accredited institution may, on the written recommendation of the Associate Dean of Academic Affairs, be admitted as a student-at-large.

International Students

All international students and any student who has been educated outside of the United States should complete the application requirements for their desired program (see above), submit their educational credentials to a third-party organization for evaluation, and demonstrate a proficiency in English. The application deadline is December 1. Please see the following website for further information on applying to DePaul School of Music as an international graduate student: http://music.depaul.edu/Admissions/ApplicationProcess/ApplicationProcessInternational.asp.

To demonstrate English proficiency, international graduate music students must pass a TOEFL examination with a written score of 550 or an internet-based score of 80, with no section lower than 17. If a student has met all other music admissions criteria and taken a TOEFL examination, but not yet achieved a passing score, they may be considered for admission to the joint English Language Academy-School of Music program. (For further information on this program, students should contact the School of Music Admissions Office.) Those who request student visas also must show evidence of adequate financial support. A formal letter of admission and/or form I-20 will be issued only after all admission requirements have been fulfilled.
Diagnostic Examinations

Students who have been admitted to the master’s degree program for composition, performance, and music education must take a diagnostic examination in musicianship studies. These examinations, taken during new student orientation, will be used to guide course placement and identify areas for additional studies.

Music Teacher Certification Program

Admission Requirements

Applicants to the DePaul music teacher certification program must meet the following standards:

- Undergraduate degree in music
- Grade Point Average of 2.75 or higher
- Recommendations from two individuals familiar with the candidate’s potential as a teacher
- Music audition

Program of Study

All certification students must meet the core requirements of the undergraduate students in music education. Certification students take courses in four basic areas: music, liberal studies, music education, and education. A transcript review will be done by the music education department, to determine any deficiencies in any of these areas of study. Substitutions will be determined by the Associate Dean of Academic Affairs where appropriate.

Music Courses

- Applied music study (2 years)
- Musicianship/music theory and history (2 years)
- Aural training (2 years)
- Keyboard skills (2 years)
- Conducting (1 course)
- Music Traditions (world music and jazz)
- Ensemble (4 years)

Liberal Studies

- Writing (8 credits)
- Math (4 credits)
- Science, lab or quantitative (4 credits)
- American government (4 credits)
- American history (4 credits)

Music Education (V=vocal specialization, I=instrumental specialization)

- MED 306 INTRODUCTION TO MUSIC EDUCATION
- MED 303 ELEMENTARY VOCAL-GENERAL METHODS & LAB
- MED 304 MIDDLE SCHOOL VOCAL METHODS AND LAB (V)
- MED 300 ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB
- MED 305 SECONDARY VOCAL METHODS AND LAB (V)
- MED 308 ACCOMPANYING FOR THE MUSIC EDUCATOR (V)
- MED 301 SECONDARY INSTRUMENTAL METHODS AND LAB (I)
- MED 310 MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
- MED 325 TECHNOLOGY FOR MUSIC EDUCATORS
- MED 340 CONDUCTING FOR THE MUSIC EDUCATOR
- MED 121 CLASS GUITAR
- MED 196 CLASS VOICE
- Instrumental techniques classes:
  - Vocal Specialization (4 credits)
- MED 101 BRASS I, or MED 102 BRASS II
- MED 103 WOODWINDS I or MED 104 WOODWINDS II
- MED 105 STRINGS I
- MED 107 PERCUSSION I
- Instrumental Specialization (8 credits from the list below)
  - MED 101 BRASS I
  - MED 102 BRASS II
  - MED 103 WOODWINDS I
  - MED 104 WOODWINDS II
  - MED 109 WOODWINDS III
  - MED 105 STRINGS I
  - MED 106 STRINGS II
  - MED 107 PERCUSSION I
  - MED 108 PERCUSSION II
- MED 313 CHORAL LITERATURE I (V)
- MED electives (4 for V, 6 for I)
- MED 95 CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
- MED 392 STUDENT TEACHING
- MED 393 STUDENT TEACHING SEMINAR

**Professional Education**

- SCU 207 SOCIAL AND HISTORICAL ISSUES IN EDUCATION
- SCU 336 ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT
  
or PSY 303 HUMAN DEVELOPMENT
- LSE 380 PHILOSOPHICAL ISSUES IN EDUCATION

**Certificate In Performance**

The purpose of the certificate program is to provide an intensive post-master’s degree performance experience for highly accomplished classical and jazz musicians. The entrance criteria include:

- Completion of a Master of Music in performance degree or equivalent from an accredited institution.
- Three letters of recommendation.
- An entrance audition which demonstrates performance ability at the post-master’s level.
- Voice applicants must demonstrate competence in Italian, French and German diction by audition and written IPA exam.

The two-year certificate in performance program is comprised of applied lessons, ensembles, related studies, and a recital.

**About**

The Theatre School is the Midwest’s oldest theatre conservatory. Founded as the Goodman School of Drama in 1925, the school carries on an 87-year history as a leading drama school in the United States. The conservatory format provides for an intensive, highly disciplined training program. The central core of the program is an extensive production-oriented approach. The School produces more than 150 public performances each season for an audience of more than 50,000 people, featuring students in every aspect of the production. Programs of study are offered in acting, scene design, costume design, lighting design, sound design, theatre technology, costume technology, stage management, playwriting, dramaturgy/criticism, theatre management, and theatre arts. Graduate programs are offered in acting, directing and arts leadership. The objectives of the professional curricula are to prepare the student for creative participation in any form of theatre requiring a high level of technical competence, to provide the student with the aesthetic and cultural background requisite to an
understanding of his/her art and of the world in which he/she works, and to develop the specific skills and
disciplines necessary for competence in the student's area of specialization.

Each Theatre School course builds and expands upon its predecessor. When the program is complete, the
student will have been exposed to the necessary artistic tools and shown their proper usage in order to realize
his or her goals. In addition, liberal education requirements are incorporated into all of the school's programs so
that the student may practice his/her craft with an awareness of history, literature, philosophy, and current and
past cultural and social events.

Advanced students in the Theatre Studies and Design and Technical programs enhance their training experience
by completing internships at local and national organizations. Internships have been conducted at the Brooklyn
Academy of Music, Metropolitan Opera, Seattle Opera, Goodman Theatre, Guthrie Theatre, Arena Stage,
Playwrights Horizons, the David Letterman Show, Chicago Shakespeare Theater, Disney Theatricals, Alabama
Shakespeare Festival, Fox Theatricals, Oregon Shakespeare Festival, Berkshire Theatre Festival, The Second City,
and Steppenwolf Theatre Company, among numerous others.

Administration

John Culbert
Dean

Dean Corrin
Associate Dean

John Bridges
Assistant Dean, Director of Administration, Alumni Relations

Faculty and Staff

In keeping with the school's concept of the dual importance of theory and practice and of producing a superior
quality of instruction, The Theatre School's faculty and staff are highly qualified, both professionally and
academically. The faculty is regularly supplemented by accomplished working professionals.

In addition, visiting artists and professionals appear in our guest speaker series, CHICAGO LIVE: THE ARTS.
Among them have been playwright David Mamet; actresses Celeste Holm, Florence Henderson, and Julie Harris;
actors Rip Torn, Charles Durning, Ray Liotta, Jonathan Pryce, Brian Dennehy, and Laurence Fishburne; Chicago's
nationally known Steppenwolf Ensemble including John Malkovich, Jeff Perry, and Gary Sinise; the late comedian
Avery Schrieber; director JoAnne Akalaitis, Anne Bogart, Frank Galati, and Paul Sills; and alumni Gillian
Anderson, Joe Mantegna, John C. Reilly, and Kevin Anderson, among scores of others.

Anna Ables, M.F.A.
    Director of Marketing and Public Relations
    Southern Utah University

Narda Alcorn, M.F.A.
    Stage Management
    Yale School of Drama

Greg Allen, B.A.
Company Creation
Oberlin College
Claudia Anderson, M.F.A.
Voice and Speech
University of South Carolina
Neena Arndt, M.F.A.
Dramaturgy
Harvard University
Jeff Bauer, M.F.A.
Principles of Design
Northwestern University
Jason Beck, B.F.A.
Director of Admissions
The Theatre School, DePaul University
Mitsu Beck, M.Ed.
Executive Assistant to The Dean
DePaul University
Chris Binder, M.F.A.
Lighting Design and Chair of Design/Tech
Northern Illinois University
Suzanne Bizer, M.F.A.
Commercial Theatre Management
Brooklyn College
Bea Bosco, Ph.D.
World of The Theatre
University of Wisconsin
Ricardo Bracho
Performance and Theatre Studies
University of California, Berkley
Eva Brenneman, M.A.
Voice and Speech
Central School of Speech and Drama, London
John Bridges, M.A.
Director of Administration and Assistant Dean
Western Illinois University
Jane Brody, M.F.A.
Acting
Illinois State University
Jason Brown, B.F.A.
Technical Drawing
The Theatre School, DePaul University
Barry Brunetti, M.F.A.

History of Dramatic Literature and Chair of Theatre Studies
The Theatre School, DePaul University

Linda Buchanan, M.F.A.

Associate Dean and Scenic Design
Northwestern University

Dexter Bullard, M.F.A.

Graduate Acting and Artistic Director, Showcase
Northwestern University

Richard Bynum, M.F.A.

Construction and Rigging
Yale School of Drama

Elizabeth Calvert, M.F.A.

Administrative Assistant
New School for Drama

Aaron Carter, M.F.A.

Dramaturgy and Playwriting
Ohio University

David Castellanos, B.F.A.

Stage Management
The Theatre School, DePaul University

So Hui Chong, B.F.A.

Stitcher
School of The Art Institute

Nan Cibula-Jenkins, M.F.A.

Costume Design
Yale University

Paola Coletto

Movement
École Internationale de Théâtre Jacques Lecoq - Paris, France

Timothy Combs, B.F.A.

Scene Shop Technical Director
Creighton University

Louis Conley, M.F.A.

Performance Workshop for Non-Majors
The Theatre School, DePaul University

Dean Corrin, M.F.A.

Associate Dean and Playwriting
Ohio University

John Culbert, M.F.A.

Dean
New York University
Julia Curns, B.M.
   Box Office Manager
   DePaul University

Shanesia Davis, B.F.A.
   Performance Workshop For Non-Majors
   The Theatre School, DePaul University

Victoria Deiorio, B.F.A.
   Sound Design
   Syracuse University

Kevin Depinet, M.F.A.
   Technical Drawing
   Illinois State University

Deb Doetzer, B.A.
   Voiceover
   University of Massachusetts, Boston

Julianne Ehre, M.F.A.
   World of Theatre
   Northwestern University

Patrice Egleston, M.F.A.
   Movement
   Southern Methodist University

Mark Elliott, M.F.A.
   Musical Theatre
   San Diego State University

Myron Elliott, M.F.A.
   Costume Shop Manager
   Ohio University

Kirsten Fitzgerald, M.F.A.
   Scene Study
   University of Iowa

Kristina Fluty, M.A.
   Movement
   Columbia College, Chicago

Marc Frost
   Movement
   London International School of Performing Arts

Andrew Gallant, M.F.A.
   Meisner
   The Theatre School, DePaul University

Linda Gillum, M.F.A.
   Acting
University of Illinois
Anastasia Gonzalez
Budget Manager
Alicia Graf, B.A.
House Manager: The Theatre School Showcase
University of Chicago
Vanessa Greenway
Pilates
The Theatre School, DePaul University
Noah Gregoropoulous, B.S.
Improvisation
Northwestern University
Phyllis E. Griffin, M.F.A.
Voice and Speech
Goodman School of Drama
Gabriel Halpern, M.A.
Movement
Goddard College
Criss Henderson, B.F.A.
Arts Leadership Program
The Theatre School, DePaul University
Todd Hensley, M.F.A.
Lighting Design
University of Minnesota
Anna Henson, M.F.A.
Projection Design
Glasgow School of Art
Carolyn Hoerdemann, B.F.A.
Performance Workshop For Non-Majors
The Theatre School, DePaul
Chris Hofmann, B.A.
Director of Technical Operations
Adams State College
Lakisha Jackson, B.A.
Playworks House Manager
Columbia College
John Jenkins, B.A.
Movement, Technique
Pittsburg State University
Jim Jensen, B.A.
Theatre Management
Northwestern University
Nick Johne
Acting

Chris Jones, Ph.D.
Dramatic Criticism, Graduate Seminar
The Ohio State University

Linda Jones, M.A.
Group Sales Rep, Merle Reskin Theatre
University of Illinois-Springfield

Natasha Julius
Movement

Jan Kallish
Theatre Management

Nick Keenan, B.A.
Sound Design
University of Massachusetts, Amherst

Jay Kelly, B.A.
Theatre Management
University of Missouri

Shane Kelly, M.F.A.
Theatre Technology
University of Delaware

Trudie Kessler, M.F.A.
Voice and Speech
University of California, Irvine

Damon Kiely, M.F.A.
Directing Theories
Columbia University

Ryan Kitley, M.F.A.
Performance Workshop for Non-Majors
The Theatre School, DePaul University

Jason Knox, M.F.A.
Sound Design
Purdue University

Suzanne Lang, M.F.A.
Performance Workshop For Non-Majors
The Theatre School, DePaul University

Reginald Lawrence, M.S.
Dramatic Writing for Non-Majors
University of Illinois, Urbana

Alexis Links, B.F.A.
Production Coordinator
University of Delaware

The Theatre School, DePaul
Ed Leahy, M.F.A.
   Construction and Rigging
   University of Delaware

Jen Leahy, B.F.A.
   Assistant Technical Director
   The Theatre School, DePaul University

Jack Magaw, M.F.A.
   Scene Design, Technical Drawing
   Northwestern University

Josh Maniglia, M.S.
   Technical Operations Manager
   DePaul University

Scott Mar
   Rendering for Designers

Jennifer Markowitz, M.Res.
   Scene Study
   University of Warwick

Neil Massey
   Stage Combat

Dawn G. Mikesey
   Assistant Manager, Costume Shop

Marcelle McVay, B.A.
   Theatre Management
   Northwestern University

Susan Messing, B.S.
   Improv
   Northwestern University

Janet C. Messmer, M.A.
   Costume Technology
   University of Illinois

Matt Miller, B.A.
   On Camera
   Calvin College

Daniel Moser, Ph.D.
   World of The Theatre
   Northwestern University

Carlos Murillo
   Playwriting, Solo Performance

Kimosha Murphy, M.A.
   African Dance
   Southern Illinois University

David Naunton, B.A.
Sound Design and Technology
Ripon College
Julia Neary, B.F.A.
Movement and Acting
The Theatre School, DePaul University

Ernie Nolan, M.F.A.
Theatre Studies
University of Chicago

William O’Connor, M.A.
History of Dramatic Literature
University of Chicago

Courtney O’Neill, M.F.A.
Technical Drawing
Northwestern University

Tanya Palmer, M.F.A.
Playwriting
York University

Rachael Patterson
Acting

Coya Paz, Ph.D.
Theatre Studies
Northwestern University

Chris Peak, M.F.A.
Dramatic Literature
The Theatre School, DePaul University

Aaron Pijanowski, B.F.A.
Technical Assistant
University of Illinois, Urbana

Russell Poole
Technical Drawing

Lisa Portes, M.F.A.
Directing and Artistic Director, Chicago Playworks
University of California-San Diego

Nicholas Sandys Pullin, M.A.
Stage Combat
Cambridge University

Janice Pytel, M.F.A.
Costume Design
Northwestern University

Birgit Rattenbourg-Wise, M.A.
Costume Design and Costume Technology
University of Kansas

Gerald Reynolds
Scene Shop Foreman

Clifton D. Robinson
Master Drummer/West African Dance

Maren Robinson, M.A.
Dramaturgy
University of Chicago

Michael Rourke, M.F.A.
Design Workshop, Lighting Technology
University of Virginia

Alan Salzenstein, J.D.
Performing Arts Management and Arts Leadership Program
IIT, Chicago Kent College of Law

James Savage, B.F.A.
Sound Technology
University of Cincinnati

Mary Schmich, B.A.
Movement
Pomona College

Roche Schulfer, B.A.
Theatre Studies
University of Notre Dame

Ron Seely, B.F.A.
Master Electrician
The Theatre School, DePaul University

James Sherman, M.F.A.
Playwrights' Seminar
Brandeis University

Leslie Shook, M.A.
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Yale School of Drama

Rachel Slavick, M.F.A.
Performance Workshop For Non-Majors
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Goodman School of Drama

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Property Master and Assistant Technical and Safety officer
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    Virginia Commonwealth University

Melissa Tropp, B.A.
    Admissions Assistant
    Illinois State University

Alden Vasquez
    Stage Management
    Roosevelt University

Ann Wakefield, M.A.
    Acting
    Nantes University

Chelsea Warren, M.F.A.
    Drawing for Designers
    Northwestern University

John Ransford Watts, Ph.D.
    Dean Emeritus
    Union Graduate School

Catherine Weidner, M.F.A.
    Shakespeare
    University of Minnesota

Joanna White, M.F.A.
    Scenic Artist
    University of Florida

Laura Whitlock, B.A.
    Costume Technology
    University of Northern Iowa

Jeanne Williams, B.F.A.
    Coordinator of Academic Services
    Columbia College

Sandy Wilson, B.A.
    Playwriting and Directing
    Mount Holyoke

Nan Zabriskie, M.F.A.
    Make-Up
Contact Us

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Theatre Box Office
The Theatre School is home to Undergraduate majors and minors and Graduate programs.

**Graduate Programs**

- Acting (MFA)
- Arts Leadership (MFA)
- Directing (MFA)

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**The Theatre School Graduate Student Handbook**

In addition to the DePaul University Graduate Student Handbook, The Theatre School Graduate Student Handbook includes requirements, rules and regulations for its graduate programs.

Upon admission to a graduate program, a student is to follow the catalog requirements in effect at the time of entrance. A student who is readmitted or who changes his or her program or enrollment status is subject to the
As a graduate student you assume the responsibility to know and meet both the general and particular regulations, procedures, policies, and deadlines set forth in this catalog and handbook. This catalog does not constitute a contract between the student and the University. Every effort has been made to provide accurate and firm information. The University reserves the right to revise the content of its catalogs and schedules, and to change policies, programs, requirements, rules, regulations, procedures, calendars and schedule of tuition and fees; to establish and modify admission and registration criteria; to cancel or change courses or programs and their content and prerequisites; to limit and restrict enrollment; to cancel, divide or change time or location or staffing of classes; or to make any other necessary changes.

Registration and Enrollment

No one is permitted to attend a class for which he or she has not been properly registered. Credit is accumulated on the basis of quarter hours. The normal class extends over a ten-week period.

Students enrolled for eight or more quarter hours of credit are considered full-time. Those enrolled in four to 7 hours of credit are considered half-time. Those registered for less than 4 quarter hours of credit are considered less than half-time. Normally, students in Theatre School programs are required to be enrolled as full-time students.

Probation

Academic Probation

A student is subject to probation as soon as his/her graduate GPA falls below 2.500. The student remains on probation until the end of the subsequent quarter, at which time another evaluation is made. If, at that time, the student has failed to raise his/her GPA to the required level of 2.500 the student may be dismissed for poor scholarship, and prohibited from registering for additional course work. If the student has raised his/her GPA to the required level of 2.500, the student will be removed from academic probation.

Disciplinary Probation

The Theatre School’s Disciplinary Probation Policy is detailed in The Theatre School Student Handbook on the school’s website.

Professional Probation

The Theatre School’s Professional Probation Policy is detailed in The Theatre School Student Handbook on the school’s website.
**Invitation to Return & Evaluation Policies**

A grade of D+ or D is unacceptable for graduate credit. If earned in a required course, the course must be repeated.

A student must earn a grade of B- or higher to receive graduate credit for any upper level undergraduate course (300 or above) that has been accepted for graduate credit.

Please consult The Theatre School Student Handbook on the school's website for details on the following:

- MFA Acting Program Capacities and Invitations to Return
- MFA I Grading Procedures for the Acting Program
- MFA Directing Program Evaluation and Continuance Policies
- MFA Arts Leadership Evaluation and Continuance Policies
- Invitations to Return for all Programs
- Invitations to Return Appeal Process

**Readmission**

A student who was previously enrolled in a graduate program in The Theatre School but has not been in attendance since the end of a leave of absence, but not more than four calendar years, must file a Readmission Application. Normally, this application requires that the student take part in the annual interview and audition process and meet the annual application deadlines. Detailed information is available on the school's website. (If more than four years have elapsed since the student been in attendance, a new application is required.)

Official copies of transcripts recording scholastic work taken while not enrolled at DePaul University must be submitted. As a policy, students are held to the degree requirements that are in force at the time of readmission.

**Transfer Credit**

Normally graduate programs at The Theatre School do not accept credit transferred from another institution. Exceptions can only be granted by the specific departmental chair or program director.

**Undergraduate Courses**

Courses numbered 300 through 399 are advanced undergraduate courses. If listed in this Catalog, they may be accepted for graduate credit within the limitations stipulated by the specific departmental chair or program director.
Graduation Requirements

Students must have successfully completed all of the general and specific degree requirements as listed in departmental or program sections of the catalog under which the student was admitted.

Completed degree requirements can include the submitting of the dissertation, thesis or research paper, examination scores, and, if necessary, grade changes. Students need to achieve a minimum grade point average of 2.500 to graduate.

Graduation with Distinction

Distinction is conferred upon a student who has maintained a 3.75 cumulative grade point average in the degree program, and passes with distinction the final oral or written examination or the master’s thesis or project where applicable.

Additional Policies

The Theatre School Student Handbook located on the Theatre School website details additional policies, including (but not limited to) policies related the productions, production assignments, casting, and rehearsal procedures.

Leaves of Absence

Students who find it necessary to interrupt their attendance at The Theatre School may apply for a leave of absence. For details about this policy, please consult The Theatre School Student Handbook on the school’s website.

Students applying for a leave should also complete the DePaul University Leave of Absence application on Campus Connect.

Admission

Candidates interested in admission to any of the undergraduate or graduate programs of The Theatre School should contact The Theatre School Admissions Office at (773) 325-7999 or (800) 4DEPAUL (Extension 7999). The office will provide each candidate with detailed instructions for the application and audition/interview process.

Theatre applicants are responsible for scheduling their own audition (for acting) or interview (for all other majors), which can be done on The Theatre School’s website. If, for any reason, an applicant is unable to reserve a slot online, he or she should contact The Theatre School Admissions Office directly.
The Theatre School only admits students for entry into Autumn quarter each year. Enrollment in each area of concentration is limited by strict capacities. In all of The Theatre School’s programs, students are evaluated annually by the faculty and formally invited to continue into the subsequent year. The evaluation, a professional and confidential process, is based on four key elements: discipline, collaboration, professional potential, and progress in the program. For more information about the School’s policies about admission, retention, evaluations of students, invitations to return, and related matters, please see The Theatre School website.
Course Descriptions

A&S 491
ADMINISTRATIVE THEORY AND BEHAVIOR
Graduate
This course concerns theoretical concepts and empirical research relating to administrative behavior in organizations with special reference to educational organizations. Concepts are examined within the typical decisional framework of supervisors, chief school business officers, principals, and superintendents, and similar positions in the helping professions. Assignments are individualized.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 492
THE PRINCIPALSHIP
Graduate
An intensive study of factors involved in the administration and supervision of a school. Topics considered include the administration and supervision of student personnel, faculty, the instructional program, financial and physical resources, community relations and other basic needs in administering and supervising schools.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 493
DATA DRIVEN DECISION MAKING
Graduate
This course provides future administrators with the tools they need to critically examine demographic, financial, personnel and testing data and to use the insights gained in making well informed administrative decisions.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 494
SCHOOL FINANCE
Graduate
Major consideration will be given to problems relating to the preparing of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social and political implications of how schools are financed.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 495
SCHOOL LAW
Graduate
Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 496
HOME, SCHOOL, COMMUNITY RELATIONS
Graduate
This course will examine the formation of educational partnerships within the home, school, community for the general purpose of school improvement and more specifically to affect the improvement of student achievement within the context of school reform. Students will have the opportunity to critically examine their individual and collective roles as administrators and educators in the school reform movement and be reflective regarding actions taken and planned. Among the issues to be discussed and integrated into the administrative role are how groups form, school leadership, group relations, power relationships, communications/public relations, collaborations, shared decision making, needs identification, resource identification and individual and collective action.

Status as an Advanced Masters Education student is a prerequisite for this class.
A&S 498
INSTRUCTIONAL SUPERVISION AND SUPPORT
Graduate
Instructional Supervision is examined from the perspective of both student and teacher learning, dealing with issues such as motivation, responsibility and increased proficiency. This course deals with issues of teacher observation and evaluation; clinical supervision; and professional development programming.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 499
CLINICAL SUPERVISION
Graduate
Develops competencies in a system of person-to-person supervision that will give supervisors reasonable hope of accomplishing significant improvements in the personnel performance.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 570
HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC SCHOOL LEADERSHIP
Graduate
A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 571
SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
Graduate
Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality if Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 590
ORGANIZATIONAL DEVELOPMENT
Graduate
A development approach used in combining theory, research, and applications for improving interpersonal effectiveness and to develop problem-solving capacity of the organization. The course is about change theory, people in organizations and the achievement of individual and organizational goals.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 591
RESEARCH SEMINAR IN EDUCATIONAL LEADERSHIP
Graduate
This course is designed to help graduate students in Educational Leadership through the process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers. For M.Ed. students only.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
A&S 593
PRACTICUM IN EDUCATIONAL LEADERSHIP
Graduate
The practicum provides opportunities for advanced students in administration and supervision to participate in and complete a research project in selected systems on a full-time or part-time basis. The experiences are intended to provide, under professional direction and supervision for (1) study for major factions, policies, and problems for administration and supervision, and (2) intensive study of certain critical administrative and supervisory practices. PREREQUISITE(S): Advanced standing in administration and supervision and permission of faculty advisor.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 594
INTERNSHIP IN EDUCATIONAL LEADERSHIP
Graduate
The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 595
WORKSHOP IN EDUCATIONAL LEADERSHIP
Graduate
Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used. Participation in workshops is limited to advance students of administration and supervision.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 596
HUMAN RESOURCE MANAGEMENT
Graduate
Theory, practice and relevant research in modern personnel administration. Recruitment, staff-development, interviewing, collective bargaining, conflict resolution and employee evaluation are emphasized. Human resource administration, induction programs, and in-service opportunities are touched upon.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 597
POLITICS OF EDUCATION
Graduate
Policy development in education as a political process; community power, state and national politics in educational decision-making and the role of leadership and pressure groups in the shaping of educational policy at local, state and national levels.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 598
INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
Graduate
Independent study

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
A&S 599
THESIS SEMINAR IN EDUCATIONAL LEADERSHIP
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410, thesis, advanced Mast

A&S 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 606
REVIEW OF LITERATURE
Graduate
This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching databases. In other words, student will need to be able to ask and answer such question as "What is know about? What are major issues and themes?"

A&S 607
INTEGRATIVE PAPER
Graduate
Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "how theories work."

A&S 608
CAPSTONE IN EDUCATIONAL LEADERSHIP
Graduate
Students who have completed the majority of the program will engage in an analysis of an urban school. Students will be given demographic, financial and testing data; a narrative of the school's history and recent past; photographs of the setting, and other pertinent data and artifacts. Using these artifacts, students will be asked to design their first year agenda as the chief administrator in the building. Using the ISLLC standards as a guideline, students will create a portfolio that clearly outlines, schedules, professional development plans, budgets, enrollment projections, and so forth.

A&S 625
CANDIDACY CULMINATING PROJECT
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

A&S 640
LEGAL ASPECTS OF SPECIAL EDUCATION FOR CLASSROOM TEACHERS
Graduate
The course will include a discussion of the legal rights of students with disabilities and the corresponding responsibilities and obligations of schools and educational personnel for meeting their educational needs. The course will include specific legal components inherent with the identification and education of students with disabilities including adaptations of classroom instructional methodology for students with disabilities in the regular education classroom.
A&S 645
THE ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION
Graduate
This course will examine the role and function of special education; special services within the school and community, including special classes for the mentally and/or physically handicapped; and various services, such as school psychology, school social work, speech correction, learning disabilities specialist, and others. The course includes specific models for administration of special education programs and procedures for supervision and evaluation of special education personnel.

A&S 694
SCHOOL FINANCE
Graduate
Major consideration will be given to problems relating to the preparation of a school budget, procuring revenue, financial accounting, capital outlays, insurance on property, taking of inventory, and the social, political, and ethical implications of how schools are financed.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 695
SCHOOL LAW
Graduate
Authority, powers and liability of school personnel; rights and status of students; character of districts and school board control of curriculum, school property, finances. Special emphasis on recent state and federal court decisions as they affect Illinois and neighboring states.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 700
REGISTERED DOCTORAL STUDENT IN GOOD STANDING
Graduate
Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 706
CANDIDACY PAPER
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. $50 per quarter.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 801
LEADERSHIP: THEORY AND PRACTICE
Graduate
This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 educational leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 803
SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
Graduate
The development of school programs, based on current research and school laws and regulations, will be explored. The focus will be on the core curriculum, Education and Secondary Education Act (ESEA), State Chapter I, Bilingual and Special Education mandates and opportunities as well as on other discretionary school programs. Responsibilities in relation to plant operation and management, staffing formulas for all staff, developing job descriptions, recruitment, and staff selection and evaluation are included.

Status as an EDD-Educational Leadership student is a prerequisite for this class. Other EDD students may enroll with permission of instructor.
A&S 811
ASSESSMENT AND ACCOUNTABILITY
Graduate
This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders—students, parents, teachers, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 823
COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
Graduate
Students will examine inclusive models for consensus building among school/community members that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 843
THE POLITICS OF SCHOOLING
Graduate
Students will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as, school boards, unions, professional associations, businesses, university preparation programs, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on collaborative dialogue and teamwork for political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science.

Status as a EDD student with a declared concentration is a prerequisite for this class.

A&S 849
SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
Graduate
Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

A&S 859
INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP
Graduate
Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

A&S 873
CURRENT TRENDS IN BUDGETING AND FINANCE
Graduate
This course focuses on the priorities of school funding. Financial decisions undergird instructional programs and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied.

A&S 494 or equivalent and status as an EDD student are a prerequisite of this class.
A&S 883
SCHOOL LAW
Graduate
This course examines the current legal requirements of schools and how changes impact schools. Administrators make decisions that respond to many realities, including the rules and regulations at the local, state, and national levels. The administrator works within a constantly changing system. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

A&S 495 and status as an EDD student are prerequisites for this course.

A&S 894
INTERNSHIP IN EDUCATIONAL LEADERSHIP
Graduate
(4-8 qh) The internship provides supervised experiences in selected organizations on a full-time or part-time basis. The student intern is cooperatively assigned to an organization under the immediate supervision of organizational personnel. The experiences provided are designed to enrich the student's theoretical background with practical opportunities of participating in (1) overall contact with personnel and with the major functions and problems of certain critical administrative and/or supervisory activities, and (2) a detailed study and analysis of a particular administrative and/or supervisory function or activity.

Status as an EDD student with a declared concentration is a prerequisite for this class.

A&S 899
SUPERINTENDENT INTERNSHIP
Graduate
This course is intended for those seeking the Illinois State Board of Education (ISBE) Superintendent Endorsement. The experiences provided are designed to enrich the students' theoretical background with practical opportunities to participate in major functions and critical duties at the district, regional and/or central office level. The student will be cooperatively assigned to site(s) and be supervised by the on-site superintendent and a DePaul faculty member.

Status as an EDD student with a declared concentration is a prerequisite for this class.

A&S 602
PRINCIPAL LICENSURE INTERNSHIP I
Graduate
This internship experience immerses the student into the world of the instructional leader in the contemporary Pre K-8th school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in The PreK-8 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor.

Status as an Advanced Masters Education student is a prerequisite for this class.

A&S 603
PRINCIPAL LICENSURE INTERNSHIP II
Graduate
This internship experience immerses the student into the world of the instructional leader in the contemporary 9-12 school setting. The student is to complete at minimum 100 clock hours of instructional leadership experiences in the 9-12 setting by participating and taking the lead in concrete sustained leadership experiences under the supervision of both the building's principal (mentor) and the faculty supervisor.

Status as an Advanced Masters Education student is a prerequisite for this class.

AAS 200
ASIAN AMERICAN HISTORY
Undergraduate
This course examines the creation of Asian America by first and second-generation Asian migrants to the Americans from the 1840s to World War II. The course provides a historical, legal, social and cultural framework for understanding the resurgence of Asian migration since the 1960s.
AAS 202
ASIAN AMERICAN LITERATURE
Undergraduate
This course will serve as an overview of Asian American literature in a socio-historical context. Special emphasis will be placed on tracing the various paradigms through which these works have been produced, from texts written prior to the movement towards self-determination during the 1960s; to works identified with the "cultural nationalism" promoted during the 1960s and 1970s; to the pluralism of the 1980s which explored how gender, sexual orientation, and class complicate earlier essentialist conceptions of racial identity; and finally to the transnational and diasporic interests of the 1990s. Texts covered will include primarily fiction (novels and short stories), but also critical essays, plays, movies, and poetry.

AAS 203
ASIAN AMERICAN ARTS AND CULTURE
Undergraduate
This course will examine Asian American arts and cultural productions in relation to the histories of people and groups with roots in Asia and the Pacific. The course will focus on contemporary visual arts from the emergence of Asian American movements in the 1960's and 1970's, to the multiculturalism of the 1980's and 1990's to our present transnational moment. Formerly AAS 201.

AAS 205
INTRODUCTION TO GLOBAL ASIAN STUDIES
Undergraduate
This course examines contemporary experiences of Asians in America and the diaspora. The historical focus is post-1965 and encompasses immigrant groups such as: Chinese, Japanese, Filipinos, Indians, Koreans, Pakistanis, Bangladeshis, and Southeast Asians. Formerly AAS 100.

AAS 210
PRINCIPLES OF ASIAN ART
Undergraduate
An introduction to major developments of art and architecture across Asian including South Asia, Southeast Asia, the Himalayas, and East Asia and their counterparts in America. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be places on religious arts of Buddhism and Hinduism, along with landscape and figural painting. Cross-listed with HAA 115.

AAS 211
BUDDHIST ART
Undergraduate
This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The works come from South Asia, Southeast Asia, East Asia, and America. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice. Cross-listed with HAA 220.

AAS 220
AMERICAN BUDDHISM
Undergraduate
This course critically analyzes the origins Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice. Cross-listed with AMS 220.

AAS 222
RELIGION AND POLITICAL CONFLICT: SOUTH ASIA
Undergraduate
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religious violence and peacemaking in different areas of the world (in this case, South Asia).
AAS 223
TALES OF INDIA
Undergraduate
Before the modern nation-states of India and Pakistan came into being, the term "India" referred to the South Asian region, a region that has been and is the home of many cultures and societies. These cultures have also reached beyond the region to create rich and paradoxical diaspora experiences in Europe and the Americas. Tales of India will explore a variety of literatures, ancient and contemporary, that illuminate the worlds of South Asian peoples in their homelands and in the transnational life of the diaspora. Themes will include love, power, religious meaning/religious identity, and cultural difference.

AAS 224
HINDU THOUGHT AND CULTURE
Undergraduate
An exploration of Hinduism as a civilization whose key reference points are religious in the sense understood in the West (ritual and transcendence), yet which finds expression in a “high culture” of literary works, political and social theory, art and architecture, music and dance, and folk and popular stories, songs and plays. Cross-listed with REL 242.

AAS 225
RELIGION AND SOCIAL ENGAGEMENT: SOCIALLY ENGAGED BUDDHISM
Undergraduate
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section (in this case the focus is on Buddhism). The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing is a prerequisite for this class.

AAS 226
ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES: ATOM BOMB DISCOURSE
Undergraduate
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world traditions (in this case the development and use of atomic weaponry) will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

AAS 248
CHINESE CALLIGRAPHY
Undergraduate
An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture. Cross-listed with MOL 248.

AAS 290
TOPICS IN ASIAN AMERICAN STUDIES
Undergraduate
This course, which varies from quarter to quarter, explores topics in Asian-American studies.

AAS 305
RELIGION AND CULTURE IN SOUTH ASIA
Undergraduate
This course examines the interplay between religion and society in pre-modern and contemporary South Asia. The course will use such materials as epic texts, poetry, novels, journalism, film, music and art to explore how religion, gender, social class and politics are experienced in the lives of people in India and Pakistan. Cross-listed with REL 305.

AAS 325
QUEER JAPAN
Undergraduate
This course surveys representations of same-sex sexuality from the 14th century to the present day in Japan. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining "traditional" male-male sexuality, the emergence of the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. Cross-listed with MOL 325.
AAS 337
ASIAN AMERICAN MEDIA REPRESENTATION
Undergraduate
This course examines the ways in which Americans of Asian descent are portrayed in popular media such as television, film, newspapers, and advertisement.

AAS 343
JAPANESE AMERICAN HISTORY IN THE US/ CHICAGO
Undergraduate
The second course in a sequence of three content-based courses designed for advanced high learners and native speakers of Japanese to discuss authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed JPN 201-202-203 and JPN 311-312-313, or have equivalent proficiency in Japanese.

AAS 350
ETHNIC MINORITY YOUTH: ADAPTATION, IDENTITY AND DEVELOPMENT
Undergraduate
Utilizing an ecological systems perspective, this course examines the challenges and resiliencies faced and acquired by ethnic minority youth. This course will closely examine developmental issues during adolescence that are complicated by being an ethnic minority, or child of immigrant parents. Issues examining the intersection of socio-political power dynamics, with acculturation/cultural adaptation, ethnic identity formation, and intergenerational family conflict will particularly be examined.

AAS 367
LITERATURE OF THE VIETNAM WAR
Undergraduate
This course examines novels, short stories, and essays on the Vietnam war and its aftermath, Vietnamese society, literature of the Vietnam Era.

AAS 395
INDEPENDENT STUDY IN ASIAN AMERICAN STUDIES
Undergraduate
Independent study. Variable credit.

ABD 100
INTRODUCTION TO AFRICAN AND THE BLACK DIASPORA STUDIES
Undergraduate
The objective of the course is two-fold: first, to introduce students to African and Black Diaspora Studies as a scholarly field rooted in a tripartite intellectual tradition (Africa, Pan-African, and African American Studies) and second, to ground the history of the field in the investigation of problems raised in African and Black diasporic public spheres. The course will show how the field formulates and investigates questions designed to critique existing knowledges and to expand knowledges in the interests of Black peoples.

ABD 144
AFRICAN RELIGIOUS EXPERIENCE (CROSS-LISTED AS REL 144)
Undergraduate
A survey of the varieties of African religious practice and thought. Cross-listed as REL 144.

ABD 200
AFRICA:PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
This is an introductory survey course on African politics. The organizing topic and focus of the course will be Africa's experience with democratic governance, especially its continuing vigor and popular appeal on the continent despite its elusive character. Our goal in this course is to gain a deeper understanding and appreciation of Africa: its rich political tradition, incredible diversity, its contradictions, achievements and failings. The objective is to be able to ask better questions, and develop some insights about why democracy, self-sustaining economic growth, equity and social justice have been so difficult to accomplish and sustain in the region.
ABD 202
AFRICA, 1750-1900
Undergraduate
The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Cross-listed with HST 132.

ABD 203
AFRICA, 1900-PRESENT
Undergraduate
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Cross-listed with HST 133.

ABD 206
AFRO-CARIBBEAN AND AFRO-LATIN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
This course has two objectives. First, to introduce the student to the study of peoples of African descent in the Caribbean and Latin American through lenses of history, politics, and culture. Second, to introduce students to the methods and knowledges of the field of Latin America Studies to enable students to pursue further research.

ABD 208
AFRICAN AMERICA: PEOPLES, CULTURES, IDEAS AND MOVEMENTS
Undergraduate
The objective of the course is to introduce the student to the history of the field of African American Studies. The course will be organized around two inquiries central to the field. First, the study the nature and quality of the connections between Africans in the diaspora, particularly in the United States, with the cultures and histories of Africans on the continent. Second, to study the ways in African Americans have developed an specific consciousness of being of African descent. These two inquiries will be examined in their cultural, economic, geographical, historical, philosophical and political contexts. This course will also place the field of African American studies within the context o its formation. Although the pioneering programs and departments were incorporated into college and university curriculums in the late 1960's and early 1970's

ABD 210
AFRICA ON FILM
Undergraduate
Africa is a continent with a rich and growing repertoire of film. This course explores this repertoire, focusing primarily on films made about Africa by filmmakers of African descent. This class will feature fiction and non-fiction films (full-length and shorts) by well-known filmmakers of African descent. In addition to screenings, students will read essays that illuminate the background necessary to intelligently interpret and critique film. Topics for discussion include the funding, distribution, and presentation of African Films as well as modes of criticism appropriate to film made by Africans and the relation filmmaking to history. Film directors include Souleymane Cisse, Bassek ba Kobhio, Jean-Marie Teno, Djibril Dio Mambety, Mahamad Camara, and Ousmane Sembene.

ABD 211
AFRICA TO 1800: AGE OF EMPIRES
Undergraduate
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Cross-listed with HST 131.

ABD 212
INTERCULTURAL COMMUNICATION
Undergraduate
Examines the role culture plays in interethnic and international communication. Explores differences and similarities in cultural values and communication behaviors between and among diverse cultures and develops cultural competence. Critiques stereotypes and increases cultural sensitivity.
ABD 214
ARCHEOLOGY OF THE AFRICAN DIASPORA
Undergraduate
Africans have been on the move since the dawn of humanity. Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. Prior experience with archaeology is not required. Topics include: the evolution and development of our species; migrations within the African continent and abroad; and the cultural insights to be gained from the rapidly-growing field of African-American archaeology.

ABD 215
THE AFRICAN AMERICAN RELIGIOUS EXPERIENCE
Undergraduate
This course will examine the religious experience of African Americans and its African precursors through historical and literary resources, reflecting African Americans' distinctive past and interaction with other elements of American culture.

ABD 218
AFRICAN AMERICAN POLITICS
Undergraduate
This course explores the evolution of African-American political participation from the mid-1800's to the present. Topical areas include black political leadership and involvement in social movements (including abolitionism, nationalism, civil rights and the black power movements), electoral politics, political parties, urban politics, public policies, political culture, and as elected officials. Special attention will also be given to the influence of laws and the courts on African-Americans' political participation.

ABD 220
BLACKS AND LOVE
Undergraduate
This course employs cultural criticism, race and ethnic studies, and women's and gender studies to examine the visual representations of blacks and love in art, film, and literature. The course begins by examining the construction of race in eighteenth, nineteenth, and early twentieth-century European and American philosophy and body politic and with an examination of art, art history, film, and literature. Section two explores the definition of love; it examines Christian definitions of love as well as secular definitions from black intellectuals, cultural critics, and scholars. Section three examines a range of genres in search of progressive, transformative, positive images that depict blacks in loving relationships, rediscovering what it means to love oneself and others in spite of/because of our human differences (in race/ethnicity, gender, class, sexuality).

ABD 231
PHILOSOPHY AND THE QUESTION OF RACE
Undergraduate
A philosophical inquiry into history of the concept of race.

ABD 233
SURVEY OF AFRICAN DIASPORIC INTELLECTUAL THOUGHT
Undergraduate
This survey course examines the philosophical and critical thought from African American, Caribbean, and African philosophers, feminists, political, and radical intellectuals. The thinkers to be studied include, but are not limited to, Du Bois, Garvey, James, Lamming, Williams, Senghor, Fanon, Hodge, Wynter, Lorde, Soyinka, hooks, Emecheta, and Conde.

ABD 234
SURVEY OF BLACK AESTHETIC THOUGHT
Undergraduate
This survey course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally. Figures to be examined might include: Du Bois, Locke, Hughes, Johnson, Hurston, James, Baraka, Piper, hooks, Julien, Mercer, and Wallace.
ABD 235
HARLEM RENAISSANCE AND NEGRITUDE
Undergraduate
This interdisciplinary course will examine the diasporic literary and cultural movements known as the Harlem (or New Negro) Renaissance and the Negritude Movement in literature, music, and visual arts. Specific attention will be given to the historical, economic, and political aspects which helped to form these movements. Figures to be examined include: Du Bois, Hughes, Locke, Larsen, Douglas, Cullen, Cesaire, Damas and Senghor.

ABD 239
PHILOSOPHIES OF AFRICA (CROSS-LISTED WITH PHL 239)
Undergraduate
A study of the patterns of philosophical thinking form the African continent. Cross-listed with PHL 239.

ABD 241
RELIGIOUS DIMENSIONS OF THE AFRICAN DIASPORA
Undergraduate
This course explores the dynamics of African religions throughout the Diaspora and the Atlantic world. It will pay particular attention to the variety of historical experiences and sacred institutions of those of African descent. Questions of the course include: how were these religions and their communities created?; how have they survived?; and how are African-based traditions perpetuated through ritual, song, dance, drumming, and healing practices? Specific attention will be given to one or more of the following: Yoruba religion and its New World offspring, Santeria, Voodoo and Candomble; Africanisms in American religion; gospel music; Islam; urban religions; and/or Vodun and Voodoo.

ABD 244
AFRICAN WOMEN WRITERS
Undergraduate
This course examines fiction and criticism with the purpose of studying how African woman configure themselves in literature and how they (re)define feminist theory. Authors to be studied include include: El Saadawi, Emecheta, Alkali, Nzapa, Head, Ngcobo Lessing: Gordimer; Aidoo; Ba, and Joyce.

ABD 245
RACE AND ETHNICITY IN LITERARY STUDIES
Undergraduate
This course examines various ways in which race is constructed and, concurrently, how race as a "fiction" operates in literary studies. Literature presents and explores the ways in which the world is viewed and experienced by individuals in a particular society or social group. Since literature provides unique insights into different historical and cultural movements, studying how race is understood and deployed (explicitly and implicitly) in a text provides a powerful way to examine the fluidity of race and to compare how it is understood in different parts of the Black diaspora.

ABD 246
PRINCIPLES OF AFRICAN ART (CROSS-LISTED W/ HAA 101)
Undergraduate
This introductory-level course surveys the arts of select cultures from west and central Africa. The course will focus on the arts of royalty as a means by which to introduce basic concepts and larger issues within the field. The arts of groups who borrow from royal iconography, such as diviners, religious cults, societies of elders, and others, will also be investigated. Themes pertinent throughout the course include issues of gender, colonialism, cultural interaction, and historical change in both visual art and the nature of kingship. Cross-listed as HAA 101.

ABD 247
ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions. Cross-listed with HAA 201.
ABD 248
MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations. Cross-listed as HAA 202.

ABD 249
JAZZ AND THE DIASPORIC IMAGINATION
Undergraduate
This course will examine the role jazz has played in the cultural imaginations of peoples across the African Diaspora. What does jazz symbolize for authors and artists, and how have they adapted jazz to fit their own aesthetic, ideological, and political needs? How has it been used to influence poetry, drama, visual art, film, fiction, and dance? What are the different ways in which 'jazz' (itself a problematic and multifaceted term) has been manipulated? Figures to be examined might include: Amiri Baraka, Kamau Brathwaite, Sonia Sanchez, Romare Bearden, Allen Ginsberg, Albert Murray, Langston Hughes, Ralph Ellison, Nicholas Guillen and Bob Kaufman.

ABD 250
CARIBBEAN MUSIC AND IDENTITIES
Undergraduate
In the Caribbean, music is tied to national identity: Jamaican reggae, Puerto Rican bomba and plena, Haitian compass, Brazilian samba, Dominican merengue. But how did a Cuban rhythm derived from the Kongo become thought of as a Spanish habanera? How did a related Kongo-derived rhythm popularized by Cuban sailors become the Argentine tango? By exploring genres of Caribbean music, we will learn about human and cultural migrations in the Caribbean, and the tremendous influence of music in national identity. Focus will be on African-derived forms in Cuba.

ABD 251
WORLD REFUGEE CRISIS (CROSS-LISTED WITH HST 241)
Undergraduate
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, 'environmental' refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

ABD 252
CONTEMPORARY AFRICAN ART: INDEPENDENCE TO THE PRESENT
Undergraduate
This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance. Cross-listed with HAA 203.

ABD 254
AFRICAN POLITICS
Undergraduate
An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the pre-colonial era to the contemporary period.

ABD 256
AFRICAN-AMERICAN HISTORY TO 1800
Undergraduate
West African culture, the middle passage, development of the Slave trade, introduction of slavery into the American colonies, African-Americans in the Revolutionary War and the Constitution. Cross-listed as HST 246.

ABD 257
AFRICAN-AMERICAN HISTORY, 1800-1900
Undergraduate
ABD 258
AFRICAN AMERICAN HISTORY, 1900 TO PRESENT
Undergraduate
W. E. B. Dubois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as HST 248.

ABD 260
DIMENSIONS OF BLACK FAMILY LIFE
Undergraduate
This course will introduce students to the study of Black family life in Africa and its Diaspora. Special attention will be given to the ways in which values and patterns of living and thought are communicated across generations (time) and transported across geography (space).

ABD 272
MUSLIM WOMEN IN TEXTS
Undergraduate
This course aims to examine texts written on Muslim women by themselves, by non-Muslim women and by Muslim men. Several questions are raised by the subject itself. One such question focuses on what is intrinsically Islamic with respect to ideas about women and gender. Another question centers on what is the model Muslim woman given the diversity of cultural manifestations of Islam. This course emerges from these questions and others exploring who is writing what about Muslim women, for what audience.

ABD 274
WOMEN IN AFRICAN RELIGION AND CULTURE
Undergraduate
A study of the role of religion and culture in the lives of women in Africa, introducing students to an “emic” (insider) interpretation of beliefs and practices of the triple religious heritage (Indigenous religions, Christianity and Islam), and critically evaluating their implications for women.

ABD 275
AFRICAN AMERICAN POPULAR CULTURE
Undergraduate
History, development, and social context of African American popular culture. Texts to be critiques come from music, television, fiction, games, humor, sport, and/or radio.

ABD 290
SPECIAL TOPICS
Undergraduate
This course, which varies from quarter to quarter, explores issues stemming from our being gendered and racialized subjects and examines the values underlying a variety of issues.

ABD 291
BLACK METROPOLIS I: 1890-1950
Undergraduate
This course is part of a longitudinal research project titled The Black Metropolis: The Last Half-Century. The Black Metropolis Project (BMP) is an effort to examine changes in the original “black belt” of Chicago since the publication of St. Clair Drake and Horace Caytons’ monumental study of the Black Metropolis (1945). The BMP is part of a yearlong course sequence that offers a platform of three interrelated chronological time periods: 1890-1945 Black Metropolis I, 1945-1975 Black Metropolis II, and the period 1975- to the present Black Metropolis III. Through historical and contemporary readings, class discussions, student exercises and training, field experiences and student cooperative service learning activities the course will examine key events, circumstances, and situations.

ABD 303
THEMES IN AFRICAN DIASPORA
Undergraduate
Where is Africa? In Spain, Africa is said to "begin in the Pyrenees"; in Italy, to begin in Naples. Recent scholarship argues that Africa is not limited to geography, but is found in the traditions and identities of many Caribbean peoples. After reviewing models of how Africa has been conceived of by Europeans from antiquity to the present, we will examine how Africans and their descendants have resisted these definitions, or used them, while struggling for self-determination. Topics include the cultural impact of Africans in Europe; ethnic identity of Africans in the Caribbean; organized resistance to American slavery; and Pan-Africanism.
ABD 305
PAN-AFRICANISM
Undergraduate
The upper level course will interrogate the often ambivalent place of Africa in the imaginations, cultures and politics of people in the African diaspora. We will examine the contributions of African, African-American and Caribbean intellectuals, including W.E.B. DuBois, C.L.R. James and Walter Rodney, in the formation of diasporic movements and Pan-African thought. We will ask, to what degree was the ideology of Pan-Africanism and the iconography of Africa employed to mobilize masses of black people around local and domestic issues? How important has a consciousness of Africa been to the construction of cultural identities in the diaspora, and how have class, gender, and race shaped or constrained those identities? Our goal is to develop further insights into the ways in which people of the African diaspora have continually reinvented and imagined the home of their ancestors, in turn reinventing and imaging themselves.

ABD 320
AFRICAN AMERICAN SCIENCE FICTION
Undergraduate
This course studies the science fiction by Black writers as well as critical responses to these novels and writers. The course explores the treatment of gender, oppression and empowerment, historical implications (past, present, future) of the middle passage, chattel slavery, and the struggle for freedom.

ABD 336
AFRICAN-AMERICAN POLITICAL THOUGHT (CROSS-LISTED WITH PSC 336)
Undergraduate
Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time. Cross-listed with PSC 336.

ABD 345
THE LITERATURE OF IDENTITY
Undergraduate
Cross-Cultural Study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition. Authors to be studied include: Michael Anthony, Frantz Fanon, Jamaica Kincaid, George Lamming, V. S. Naipaul, and Jane Rhys.

ABD 348
RELIGIONS IN AFRICA AND THE DIASPORA
Undergraduate
An advanced examination of the indigenous religions of Africa as they encounter other religious traditions throughout the world. Cross-listed as REL 348.

ABD 351
RECONSTRUCTION AND THE RISE OF JIM CROW ((CROSS-LISTED WITH HST 379)
Undergraduate
Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation.

ABD 208 or consent of the instructor is a prerequisite for this course.

ABD 365
CONSTITUTIONAL HISTORY OF VOTING RIGHTS
Undergraduate
This course explores the struggles of African Americans and women, as individuals who were excluded from the franchise on the basis of their being an African American, a woman, or both, to gain access to the ballot. The relation of women and African Americans to the ballot is worthy of investigation for two reasons. First, with the exception of 18 year olds, women and Black Americans are the two groups who have required amendments to the Constitution to secure their right to vote. Second, they share a history, often contentious, of political struggle. In addition, the course will investigate what this history of political struggle can tell us about American law, politics, and society.
ABD 369
TOPICS IN PUBLIC LAW
Undergraduate
This course engages the research and analyses in the field of public law - how do political scientists, public policy analysts and others develop informed public policy and law. Topics vary from year to year.

ABD 370
FEMINIST THEOLOGIES
Undergraduate
An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

ABD 371
AFRICAN-AMERICAN FICTION (CROSS-LISTED WITH ENG 371)
Undergraduate
Selected novels and short fiction by twentieth-century African-American writers.

ABD 372
AFRICAN-AMERICAN DRAMA AND POETRY
Undergraduate
Survey of Black poetry and drama from 1865 to the present.

ABD 373
TOPICS IN AFRICAN-AMERICAN POETRY 1940-1960
Undergraduate
African-American Poetry 1940-1960

ABD 374
THE BLACK ARTS MOVEMENT
Undergraduate
This course looks at the intersection between political and artistic movements of the Black Power and Black Arts Movements. We will survey the aesthetic and political aspects of this era, including poetry, novels, drama, music, visual arts and film.

ABD 375
REPRESENTATION OF AFRICAN AMERICANS IN MEDIA
Undergraduate
A media analysis course that will analyze media coverage of African Americans from the 19th century to the present. Through lectures, guest speakers, readings and research, students will probe the ways in which the media has influenced and dictated the perceptions and destinies of African Americans, as well as its impact on America's ongoing challenge, as W.E. DuBois put it more than a century ago, to "conquer the color line."

ABD 379
BLACK FEMINIST THEORY
Undergraduate
This course engages with the multiple versions of woman-centered theory and practice developed in the writings; activism, and other creative work of Black, particularly African American women, from the mid-nineteenth century to the twenty-first. While not all of these theorists would use the word <<feminist>> all have in common the aim of empowering women's lives, advocating for women for equal economic, political, and cultural access.

ABD 380
TOPICS IN AMERICAN STUDIES
Undergraduate
Representative texts, artifacts, cultural values in African American historical and contemporary perspective.
ABD 386
BLACK WOMEN’S LIVES
Undergraduate
This course is a variable topics course directed to the examination of topics such as black women's cultural criticism, Black women in the arts, Black lesbian rights, Black women's participation in social movements, representation in the media, etc. Cross-listed with WGS 386.

ABD 390
TOPICS IN POPULAR CULTURE IN THE BLACK DIASPORA
Undergraduate
This course would explore various topics in popular culture studies through the lens of the Black Diaspora, including music, film, television, popular literature and subcultural practices.

ABD 391
CAPSTONE
Undergraduate
This senior seminar engages students in a synthesis of what they have learned through coursework. The capstone course will involve reading, writing, discussion, as well as the preparation by students of a substantive piece of work (e.g., a senior thesis, a research paper, or a creative work.)

ABD 399
INDEPENDENT STUDY
Undergraduate
Independent study. Variable credit.

ACC 100
PRINCIPLES OF ACCOUNTING LAB
Undergraduate
This course is a mandatory lab component of ACC 101- Introduction to Accounting I and emphasizes supplementary material to reinforce accounting principles concepts. This course is graded on an audit basis and carries no credit hours.

ACC 101 is a corequisite for this class.

ACC 101
INTRODUCTION TO ACCOUNTING I
Undergraduate
Introduction to Accounting I, provides an introduction to financial accounting as the means of recording, storing and summarizing economic events of the business enterprise to meet external reporting needs. Emphasis is placed on the preparation and analysis of financial statements and other financial reports to the public based on the accounting equation, accrual accounting concepts, and data gathering techniques. Topics include corporate accounting for current and long term assets and current liabilities, and the corporate income statement.

MAT 130 is a prerequisite for this class.

ACC 102
INTRODUCTION TO ACCOUNTING II
Undergraduate
Introduction to Accounting II, a companion and sequel course to Accounting 101, continues to explore basic accounting fundamentals and concepts. The course provides an introduction to managerial accounting and internal reporting. Topics include financial accounting for long-term liabilities, the components of stockholders equity, the statement of cash flows, financial statement analysis, budgeting and variance analysis, job costing for the service sector and cost analysis for decision-making.

ACC 101 is a prerequisite for this class.
ACC 250  
**CAREER MANAGEMENT FOR ACCOUNTANTS**  
Undergraduate  
This course is designed to explore and manage the professional expectations and career potential of an accountancy major. Students will participate in hands-on resume building activities, practice interviews and apply research and evaluation skills to execute job search and career management strategies. Students will learn about Career Center resources and internship opportunities as ways to prepare for successful job searches and to maximize their potential for long term professional growth.

ACC 303  
**MANAGERIAL ACCOUNTING**  
Undergraduate  
Managerial Accounting provides a thorough grounding in manufacturing accounting, cost allocation techniques, and the evaluation of management control systems. Students will examine manufacturing cost systems including job order costing, process costing, and activity-based costing. Tools for management control systems will be covered to enable the student to evaluate and compare various systems.

ACC 102 is a prerequisite for this class.

ACC 304  
**FINANCIAL REPORTING I**  
Undergraduate  
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and current liabilities will also be examined.

ACC 102 is a prerequisite for this class.

ACC 305  
**FINANCIAL REPORTING II**  
Undergraduate  
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share.

ACC 304 or ACC 307 is a prerequisite for this class.

ACC 306  
**FINANCIAL REPORTING III**  
Undergraduate  
The third course in the financial accounting sequence, this course studies deferred taxes, pensions and other post-retirement benefits, leases, accounting changes and error analysis, statement of cashflows (advanced), and full disclosure, if time permits. Selected spreadsheet applications will be introduced through homework assignments.

ACC 305 or ACC 309 is a prerequisite for this class.

ACC 307  
**FINANCIAL REPORTING I FOR FINANCE HONORS STUDENTS**  
Undergraduate  
Financial Reporting I includes a study of U.S. and international accounting standards, the concepts of accounting and basic financial statements. Accounting for cash, receivables, inventories, depreciable assets and investments will also be examined. This course takes a user of financial statements, rather than a preparer of financial statements, point of view.

ACC 101, ACC 102 and status as a Finance Honors student are a prerequisite for this class.

ACC 308  
**ADVANCED FINANCIAL ACCOUNTING**  
Undergraduate  
Advanced Financial Accounting focuses on accounting for multi-corporate entities and acquisitions, accounting for state and local governments, accounting for non-profit organizations, foreign operations, partnership accounting, and segment reporting. Selected spreadsheet applications will be introduced through homework assignments.

MIS 140 and (ACC 305 or ACC 309) are a prerequisite for this class.
ACC 309
FINANCIAL REPORTING II FOR FINANCE HONORS STUDENTS
Undergraduate
Financial Reporting II focuses on researching accounting issues, revenue recognition and financial statement analysis. The course also provides an understanding of complex issues such as accounting for investments, long term liabilities, derivatives, contributed capital, retained earnings and earnings per share.

ACC 307 and status as a Finance Honors student are a prerequisite for this class.

ACC 350
INFORMATION FOR DECISION MAKING
Undergraduate
Information for Decision-Making is typically the final course in the curriculum in Accountancy. It is the course in the program that most emphasizes research using the FASB Accounting Standards Codification and documenting research results. There is also a focus on written and oral communication as well as teamwork. More specifically, the course addresses the standard setting process in financial accounting as well as the role that the Securities and Exchange Commission fills in that process. In addition, current financial accounting topics are covered including revenue recognition, fair value measurement and disclosures, and earnings quality. The course also provides an introduction to International Financial Reporting Standards.

(ACC 305 or ACC 309) and ACC 380 are a prerequisite for this class.

ACC 364
CPA REVIEW: REGULATION
Continuing Education
This section reviews knowledge of federal taxation, ethics, professional and legal responsibilities, and business law, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 365
CPA REVIEW: AUDIT/ ATTESTATION
Continuing Education
This course reviews knowledge of International Standards on Auditing (ISAs), U.S. generally accepted auditing standards (GAAS), PCAOB standards, and other standards related to attest and non-attest engagements, and standards relating to professional responsibilities issued by various bodies. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 366
CPA REVIEW: FINANCIAL ACCOUNTING AND REPORTING
Continuing Education
This course reviews knowledge of International Financial Reporting Standards (IFRS) and U.S. generally accepted accounting principles (GAAP) for business enterprises, not-for-profit organizations, and governmental entities. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 367
CPA REVIEW: BUSINESS ENVIRONMENT AND CONCEPTS
Continuing Education
This section reviews knowledge of the general business environment and business concepts that candidates need to know in order to understand the underlying business reasons for and accounting implications of business transactions, and the skills needed to apply that knowledge in preparation for the Illinois CPA Examination. This course will also review the application process, tips for exam preparation, and a database simulation. This course is not degree applicable.

ACC 372
AUDITING I
Undergraduate
Auditing I provides a conceptual introduction to the nature and value of assurance services. The course examines the organization of the accounting profession, Generally Accepted Auditing Standards (GAAS), professional ethics, and legal responsibilities including U.S. Securities laws. It focuses on financial audits by external auditors, including planning and acceptance, internal control, evidence, and reporting.

ACC 305 or ACC 309 is a prerequisite for this class.
ACC 374
AUDITING II
Undergraduate
Auditing II, a companion and sequel to ACC 372, emphasizes the implementation and application of generally accepted auditing standards to transaction cycles and classes of transactions. It includes the study of sampling techniques used in tests of controls and tests of details, internal control in computer-based systems, and introduces the use of Computer Assisted Audit Tools and Techniques. The role of internal auditors is also covered.
ACC 372 is a prerequisite for this class.

ACC 375
FRAUD EXAMINATION & FORENSIC AUDITING
Undergraduate
This course covers various aspects of fraud prevention and detection, including elements of fraud, costs of fraud, use of controls to prevent fraud, and methods of fraud detection. Guest speakers with expertise in fraud examination/forensic auditing will share their knowledge and experiences with the class.
ACC 304 or ACC 307 is a prerequisite for this class.

ACC 376
INTERNAL AUDITING
Undergraduate
This course covers a risk-based, process and controls-focused internal audit approach. Topics include internal audit standards, internal control, corporate governance, risk assessment, evidence and documentation, fraud risks and auditing techniques including sampling and the use of systems-based audit techniques. Professional ethics, emerging issues are discussed.
ACC 102 is a prerequisite for this class.

ACC 380
TAX TREATMENT OF INDIVIDUALS AND PROPERTY
Undergraduate
Tax Treatment of Individuals and Property covers the basic provisions of the Internal Revenue Code as they relate to the taxation of individuals. It focuses on concepts of gross income, exclusions, deductions, exemptions, and credits, as well as property transactions. It also includes tax research.
ACC 304 or ACC 307 is a prerequisite for this class.

ACC 383
TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
Undergraduate
Tax Treatment of Corporations and Partnerships is a continuation of Accounting 380. The course covers the tax aspects of corporations and partnerships, including formation, operations, and distributions, as well as specially taxed corporations, ethics in tax practice, and an introduction to estate and gift taxation.
ACC 360 or ACC 380 is a prerequisite for this class.

ACC 393
INTERNSHIP IN ACCOUNTANCY
Undergraduate
ACC 393 is designed for students who already have or will soon have a position in an accounting or accounting-related field. Internship in Accountancy provides students with academically supervised work experiences, improving linkages between classroom efforts and the business world. Students obtain valuable professional experience and begin the process of networking with area businesses and professionals.
ACC 102 is a prerequisite for this class.

ACC 398
SPECIAL TOPICS
Undergraduate
Special Topics courses provide in-depth study of current issues in accountancy. Content and format of this course are variable. Subject matter will be indicated in class schedule.
ACC 399
INDEPENDENT STUDY
Undergraduate
Independent Study is available to students of demonstrated capability for intensive independent work in accountancy.

ACC 500
FINANCIAL ACCOUNTING
Graduate
This introduction to financial accounting provides both a theoretical foundation and an opportunity to apply accounting logic in increasingly complex situations. The accounting model and information processing cycle are developed. The content of the income statement, balance sheet, and statement of cash flows are studied in detail and analyzed.

MS in Taxation students are restricted from registering for this class.

ACC 502
ADVANCED MANAGEMENT ACCOUNTING
Graduate
Interpretation, analysis and use by management of internal accounting information. Topics include cost management, activity-based costing, inventory management (including just-in-time), cost allocation, performance measurement, analysis and control of non-manufacturing costs, budgeting and financial planning, and capital budgeting. Students are familiarized with quantitative models and approaches used in management accounting. Computers will be used for problem-solving.

ACC 502 or ACC 555 is a prerequisite for this class.

ACC 503
ACCOUNTING INFORMATION SYSTEMS AND AUDITING
Graduate
Accounting systems design and the audit process, and how they interact to aid management in controlling business operations. This course will enable the student to interface with accounting systems, and to participate in their design and audit. Comparisons and contrasts between internal and external auditors are discussed at appropriate points.

ACC 500 is a prerequisite for this class.

ACC 535
ACCOUNTING SYSTEMS (CROSS-LISTED AS ACC 610)
Graduate
Today's business person requires a fundamental knowledge of computer-based information systems and their role in accounting functions and financial decision-making. This course will enable the student to interface with accounting systems, and to participate in their design and audit. It will focus on the nature and flows of accounting information in organizations, security and internal controls and the use of information technology in accounting information systems and decision-making.

ACC 500 is a prerequisite for this class.

ACC 536
INTERNAL AUDITING & CORPORATE GOVERNANCE
Graduate
This course addresses the overall role that internal audit plays as a critical part of an organization's control and governance structure. The content of the course includes a case that incorporates the complete internal audit process for a hypothetical company, including identification of risk, planning, execution of fieldwork and reporting using CCH TeamMate software. This course covers the strategic role and operations of an internal audit function from three key perspectives: the Chief Audit Executive, who is responsible for the functions, the chair of the audit committee, who oversees the function, and the CEO or CFO who is responsible for the function within the organization.
ACC 541
FINANCIAL ACCOUNTING THEORY & PRACTICE I
Graduate
Intermediate theory and preparation of financial statements; review of accounting concepts and development of accounting models; methods and problems in valuation and reporting; with emphasis on current assets and liabilities, property, plant and equipment, and intangibles, review of relevant authoritative literature.

ACC 500 is a prerequisite for this class.

ACC 542
COST AND MANAGERIAL ACCOUNTING I
Graduate
Introduction to cost and managerial concepts and techniques. Topics include cost accumulation (job, process, standard costing, and activity-based costing), cost behavior, breakeven analysis, budgeting, contribution approach to income measurement, joint and by-product costing, cost allocation methods, and their relevance for decision-making.

ACC 500 is a prerequisite for this class.

ACC 543
FINANCIAL ACCOUNTING THEORY & PRACTICE II
Graduate
Continuation of intermediate theory and financial statement preparation with emphasis on the components of stockholder's equity; special problems such as earnings per share, accounting changes, income taxes, derivatives, and statement of cash flows; review of relevant authoritative literature and interpretation of financial statements. NOTE: This is a M.S.A. course

ACC 541 is a prerequisite for this class.

ACC 545
ADVANCED TOPICS IN ACCOUNTING THEORY
Graduate
This course is designed to provide comprehensive coverage of the following: consolidations, partnership accounting, foreign operations and not-for-profit accounting. Coverage of the topics emphasizes both theory and practice. Mastery of the material is obtained through problem-solving situations. NOTE: This is a M.S.A. or M.ACC course.

ACC 543 is a prerequisite for this class.

ACC 547
AUDIT AND REGULATION OF CORPORATE FINANCIAL REPORTING
Graduate
This course covers the theory of the auditing function. Topics covered include generally accepted auditing standards; the profession's ethical and legal dimensions; audit planning; the internal control structure; audit evidence; and auditor's reports. The development of the professional judgment needed to apply generally accepted auditing standards is emphasized. NOTE: This is a M.S.A. course.

ACC 541 is a prerequisite for this class.

ACC 548
TAX TREATMENT OF INDIVIDUALS AND PROPERTY TRANSACTIONS
Graduate
This course provides detailed coverage of the federal income tax treatment of individual taxpayers. It includes coverage of inclusions, exclusions, deductions, credits, rates of taxation, special tax computations and the tax aspects of property transactions. It also includes tax research. This course is a prerequisite for students in the M.S.T. program not having the equivalent undergraduate coursework in taxation. NOTE: This is a M.S.A. or M.ACC course.

ACC 500 and ACC 541 are a prerequisite for this class.
ACC 550
ADVANCED TOPICS IN AUDITING (CROSS-LISTED AS ACC 620)
Graduate
Advanced Topics in Auditing, a companion and sequel to Accounting 547, emphasizes the implementation and application of generally accepted auditing standards to transaction cycles and classes of transactions. It includes the study of sampling techniques used in tests of controls and tests of details, internal control in computer-based systems, and introduces the use of Computer Assisted Audit Tools and Techniques. The role of internal auditors is also covered. NOTE: This is a M.S.A. course.

ACC 547 is a prerequisite for this class.

ACC 551
TAX TREATMENT OF CORPORATIONS AND PARTNERSHIPS
Graduate
This course covers the federal income tax treatment of corporations and partnerships. It includes ethics in tax practice and an exposure to estate and gift taxation. This course is a prerequisite for students in the M.S.T. program not having the equivalent undergraduate coursework in taxation. NOTE: This is a M.S.A. or M.ACC course.

ACC 548 is a prerequisite for this class.

ACC 552
LEGAL AND ETHICAL ENVIRONMENT OF ACCOUNTING PRACTICE
Graduate
This course covers the aspects of the legal environment of special concern to accounting practitioners, including: the ethical standards of accounting practice, legal liability of accountants, contract law, property law, tort law, commercial paper, the laws of agency, sales laws, banking, agency, partnerships, corporations, trusts and wills, suretyships, secured transactions, bankruptcy, employment law, securities regulation, antitrust, and public regulation and disclosure laws. NOTE: This course is a M.S.A. course.

MS in Taxation students are restricted from registering for this class.

ACC 555
MANAGEMENT ACCOUNTING FOR DECISION-MAKING
Graduate
This course addresses the financial, nonfinancial & ethical dimensions of decision- making. It provides students with a conceptual understanding of cost management and managerial accounting skills. Topics include cost behavior, cost-volume-profit analysis, cost systems, budgeting and control and decision-making. Emphasis is on the interpretation & use of accounting information rather than its creation & accumulation.

ACC 500 is a prerequisite for this class.

ACC 558
TAX RESEARCH
Graduate
Tax research methods are taught in the classroom. The course begins with a study of the history of the body of tax law. A 'walk through" technique is employed to give the student firsthand experience in the use of a tax research service. NOTE: This is a MST course.

ACC 559
TOPICS IN INDIVIDUAL AND CORPORATE TAXATION
Graduate
This course deals with a variety of topics which are important in tax practice, such a alternative minimum tax, passive losses, interest limitations, the at-risk rules, hobby losses, use of a home, net operating losses. Depreciation and capital recovery including related credits, unearned income of a minor child, uniform capitalization rules and time value of money concepts. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.
ACC 560
TAXATION OF CORPORATIONS AND SHAREHOLDERS
Graduate

Emphasis is on the federal income taxation of distributions to corporate shareholders, including nonliquidating distributions and distributions in connection with liquidations. Collapsible corporations and the tax consequences of transfers of property to a corporation are also covered. NOTE: This is a M.S.T. course.

ACC 558 is a prerequisite for this class.

ACC 561
CORPORATE REORGANIZATIONS
Graduate

Federal income tax implications of transfers of stock, securities and property in connection with corporate acquisitions, combinations and separations. This course is mainly concerned with the tax consequences to corporate parties, to reorganizations and to their shareholders. Emphasis is given to determining the taxability of transactions and asserting the availability of tax attributes to successors in interest. NOTE: This is a M.S.T. course.

ACC 558 and ACC 560 are a prerequisite for this class.

ACC 562
CONSOLIDATED RETURNS
Graduate

This course deals with the principles and mechanics of tax consolidations including eligibility, intercompany transactions, inventory adjustments, basis of property, net operating losses, earnings and profits and separate return limitations. NOTE: This is a M.S.T. course.

ACC 560 is a prerequisite for this class.

ACC 563
PARTNERSHIPS
Graduate

An in-depth analysis of the federal income tax rules governing partners and partnerships. This course includes study of the aggregate and entity theories, partnership distributions and liquidations, dispositions of partnership interests, transactions concerning unrealized receivables and substantially appreciated inventory items and special basis adjustments. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.

ACC 564
TRANSACTIONS IN PROPERTY
Graduate

This course is concerned mainly with the federal income tax implications of gains and losses derived from sales and other dispositions of property. Emphasis will be given to the determination and recognition of gain or loss, character of gain or loss (capital or ordinary), basis and holding period. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.

ACC 565
TAX ACCOUNTING, PERIODS, AND METHODS
Graduate

This course deals with federal income tax planning as to determination of the proper periods for reporting income and deductions, overall methods of tax accounting and special elections available to taxpayers. Topics include the installment method, accounting method changes, accrual method, cash method, FIFO, LIFO and accounting periods. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.
ACC 566  
**FEDERAL INCOME TAX PROCEDURES**  
**Graduate**  
A study of the procedures which must be followed when dealing with the Internal Revenue Service and possible alternative courses of action. Included are such topics as the organization of the Internal Revenue Service, filing requirements, refund claims, closing agreements, examination procedures, protests, assessment, payment and collection of tax, statute of limitations, interest and penalties. NOTE: This is a M.S.T. course.

ACC 551 is a prerequisite for this class.

ACC 567  
**INTERNATIONAL ASPECTS OF U.S. TAXATION**  
**Graduate**  
This course covers the federal income taxation of United States persons investing or doing business outside the United States and nonresident aliens and foreign corporations having nexus with the United States. Topics covered include, among others, the foreign tax credit, Subpart F income, controlled foreign corporations, sourcing rules and expatriate taxation. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.

ACC 568  
**TAXATION OF CLOSELY HELD CORPORATIONS**  
**Graduate**  
This course deals with federal income tax planning in connection with the accumulated earnings tax, personal holding companies, S corporations, multiple corporations, transactions between related parties and small business corporation stock. NOTE: This is a M.S.T. course.

ACC 558 is a prerequisite for this class.

ACC 569  
**CONCEPTS OF DEFERRED COMPENSATION**  
**Graduate**  
The nature, purpose and operation of the various forms of deferred compensation are examined and evaluated: employee pension; profit sharing and stock bonus plans, stock options; executive compensation plans; retirement plans for self-employed individuals; other plans. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.

ACC 570  
**STATE AND LOCAL INCOME AND FRANCHISE TAXATION**  
**Graduate**  
This course identifies and examines the types of income and capital stock taxes imposed on corporations and pass-through entities by state governments. Topics include nexus and the impact of P.L. 86-272, conformity to the Internal Revenue Code, business and nonbusiness income, methods of reporting, and allocation and apportionment. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.

ACC 571  
**ESTATE AND GIFT TAXATION**  
**Graduate**  
This course consists of a detailed review of the federal estate and gift tax laws. In the area of estate taxation, assets included and deductions allowed are reviewed in detail by reference to law, regulations and cases. Recognition of gifts and gift tax deductions and exclusions are also covered. NOTE: This is a M.S.T. course.

ACC 551 and ACC 558 are a prerequisite for this class.
ACC 572
CONCEPTS OF STATE PROPERTY AND TRANSACTION TAXATION
Graduate
This course focuses on concepts of property and sales taxation, but will survey other state and local transaction taxes, including excise taxes, utility taxes, fuel taxes and escheat statutes. Property tax concepts include distinctions between real and personal property and valuation approaches. NOTE: This is a M.S.T. course.

ACC 558 is a prerequisite for this class.

ACC 573
INCOME TAXATION OF ESTATES, TRUSTS AND DECEDENTS
Graduate
This course deals with federal income taxation of estates, trusts and decedents with special emphasis on such concepts as income in respect of a decedent and estate and trust distributions. Also, included are such topics as the income and deductions included in the decedent's final return, death of a partnership member, the income and deductions of estate and trusts, the throwback rule, grantor trusts and the tax ramifications of the use of other special trusts. NOTE: This is a M.S.T. course.

ACC 548 and ACC 571 are a prerequisite for this class.

ACC 574
ESTATE PLANNING
Graduate
This course will deal primarily with how to avoid and minimize federal estate taxes and estate administration expenses upon the subsequent demise of the client. Therefore, the student must have taken the estate and gift taxation, the use of outright gifts, the use of trusts. Generation skipping transfers and charitable gifts will also be considered. NOTE: This is a M.S.T. course.

ACC 571 is a prerequisite for this class.

ACC 576
FEDERAL TAX VALUATION
Graduate
Fair market value is referenced hundreds of times in the Internal Revenue Code, and many more times in the Regulations. In the initial part of this course the procedures and methods applicable to tax valuation are reviewed to heighten practitioner awareness of the range of potential valuation outcomes, and the reasons therefore. Tax cases are used extensively to achieve this objective. In the second part of the course presentations and discussions address more specific topics such as built-in gains, determination of carryover of net operating losses, valuation aspects of charitable giving, conservation easements, ESOPs, family limited partnerships, reasonable compensation. S-corporations, special use properties, and transfer pricing.

ACC 580
ACCOUNTING FOR INCOME TAXES
Graduate
Covers the financial accounting and reporting standards for the effects of income taxes that result from corporate activities. Topics include computation of current and deferred tax expense or benefit, temporary differences, carry-forwards, computation of deferred tax assets and liabilities, valuation allowances, business combinations, investments in subsidiaries and equity method investments, tax allocations, presentation and disclosure, and implementation of accounting for uncertainty in income taxes under FIN 48. This class is open to non MST students with the instructor's permission.

Admission to the MST program is a prerequisite for this class.

ACC 581
TAXATION OF REAL ESTATE
Graduate
An in-depth study of federal income taxation as it relates to real estate, including current issues and planning possibilities. Topics include consequences of acquisition and disposition, real estate development, leasing, mortgages and other financing devices and forms of ownership of real estate. NOTE: This is a M.S.T. course.

ACC 583 is a prerequisite for this class.
ACC 582
ADVANCED CONCEPTS IN INTERNATIONAL TAXATION
Graduate
This advanced course is a companion offering to the introductory international taxation course (Accountancy 567). In this course, planning issues and tax savings opportunities are emphasized in complex areas, including source of income considerations, foreign tax credit matters, Subpart F issues and the tax matters of foreign corporations. In addition, tax treaty matters, international bribes and boycott sanctions and foreign currency translation issues are addressed. NOTE: This is a M.S.T. course.

ACC 584
INCOME TAX AND BUSINESS DECISIONS
Graduate
The study of the impact of federal income taxation on business decisions with emphasis on such areas as choice of business organization, acquisition planning, executive compensation & accounting for income taxes. This course is intended for students in the M.B.A. program and restricted to those who have not had undergraduate credit for ACC 548 or ACC 551 or their equivalents. (MSA students may not take this class)

MS in Taxation students are restricted from registering for this class.

ACC 591
TAX EXEMPT ORGANIZATIONS
Graduate
Tax treatment of public charities and private foundations. The way exempt status is secured and retained, qualified exemptions, unrelated business income, the loss of exemption, prohibited transactions, deductibility of contributions and required reporting and auditing.

ACC 584 is a prerequisite for this class.

ACC 592
OVERVIEW OF FEDERAL INCOME TAX
Graduate
This course introduces students to an overview of the Federal income tax system from a financial planning perspective. This course covers a review of the inclusions and exclusions from gross income, deductions therefrom in arriving at taxable income, and the characterization of transactions as capital or ordinary. The course will focus primarily on the taxation on individuals, with an emphasis on the impact of investments in the financial planning process.

ACC 500 is a prerequisite for this class.

ACC 593
OVERVIEW OF TRANSFER PLANNING FOR WEALTH MANAGEMENT
Graduate
This course introduces students to an overview of the transfer tax system from a financial planning perspective. The course will be divided into four areas of concentration: (1) transfer tax, (2) property law, (3) estate planning, and (4) insurance, charitable and retirement topics. The objective of the course is to analyze how each of the above areas of concentration impact the financial planning process. Student evaluations will be based primarily on a comprehensive planning problem at the end of the course (80%), with two minor exercises during the course.

ACC 500 is a prerequisite for this class.

ACC 594
MULTIGENERATIONAL ADVANCED PLANNING STRUCTURES
Graduate
This course will involve a survey of the planning and structuring issues that high net worth families address when managing wealth for multiple generations. The course will be facilitated by one or two instructors who will direct eight different expert guest lecturers in the wealth management field. The topics include: - Introduction and review of federal wealth transfer tax concepts - Generation-skipping transfer tax and structuring dynastic entities - Charitable gifts and foundations utilized in large families - Management and dispositions of family business and closely held entities - Asset protection planning: domestic and international - International estate planning: offshore trusts and entities - Creating and administering a family office - Family governance, wealth education and private trust companies

ACC 592 and ACC 593 is a prerequisite for this class.
ACC 598
SEMINAR ON CURRENT PROBLEMS IN TAXATION
Graduate
Covers recent significant developments in the future of legislation, regulations, administrative rulings and case law on federal income, estate and gift taxation. Emphasis is placed on specific tax planning in light of these current developments. Topics are discussed against background of leading Supreme Court cases. Recommended as final tax course in M.S.T. program. Required course for all candidates for Master of Science in Taxation degree.

ACC 558, ACC 560, ACC 565 and ACC 566 are a prerequisite for this class.

ACC 599
GRADUATE SEMINAR IN MANAGEMENT ACCOUNTING
Graduate
Capstone seminar for M.B.A. students with a concentration in Management Accounting. Attention is directed to the current developments in Management Accounting. Students learn to exercise judgement in the solution of accounting-related problems by drawing upon their integrated and comprehensive body of accounting and related knowledge. This seminar involves extensive reading and research in the literature of management accounting and related disciplines.

ACC 502 is a prerequisite for this class.

ACC 630
BUDGETING, FINANCIAL PLANNING & CONTROL
Graduate
The study of quantitative, organizational behavioral aspects of budgeting for management planning and control. Topics include strategic planning, long-range planning, budgeting, cost analysis, capital budgeting, transfer pricing and divisional performance measurement. Exposure given to special applications in nonprofit organizations. Emphasis is placed on the use of accounting information for effective planning and control.

ACC 542 is a prerequisite for this class.

ACC 640
ACCOUNTING THEORY AND POLICY FORMULATION
Graduate
A study of the process by which accounting policies are formulated. The students are asked to make critical evaluations of basic issues such as income determination and current issues such as FASB agenda items in light of their theoretical, empirical, practical and political aspects. Students are expected to demonstrate an ability to use the accounting research literature. Students should plan to take this capstone course at the end of their degree program. NOTE: This is a M.S.A. and a M.ACC course.

(ACC 542 and ACC 545 and ACC 550) or status as a Graduate Accountancy student are prerequisites for this course.

ACC 690
GRADUATE INTERNSHIP
Graduate
Technical knowledge acquired in the classroom is applied in an actual business environment through varied assignments under supervision in industry, government or public accounting. Offered variably.

ACC 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. An in-depth study of current issues in accountancy. Subject matter will be indicated in class schedule. Offered variably.

ACC 799
INDEPENDENT STUDY
Graduate
Available for graduate students of demonstrated capability for intensive independent work in accountancy.
ACC 645
FORENSIC AND INVESTIGATIVE ACCOUNTING
Graduate
This course focuses on skills used to investigate accounting-based fraud. Skills include fraud detection, analysis of financial statements both business and personal, and interpersonal skills such as interviewing, reading people and team building. The course gives hand-on experience and a case-based setting.

ACC 547 is a prerequisite for this class.

AHT 310
DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM I
Undergraduate
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.
PREREQUISITE(S): permission required.

AHT 311
DIAGNOSTIC NUCLEAR IMAGING CLINICAL PRACTICUM II
Undergraduate
Supervised clinical education that gives the student the opportunity to perform a variety of patient procedures on both SPECT, SPECT/CT, PET and PET/CT imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.
PREREQUISITE(S): permission required.

AHT 312
CLINICAL NUCLEAR MEDICINE PROCEDURES I
Undergraduate
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving. PREREQUISITES: permission required.

AHT 313
CLINICAL NUCLEAR MEDICINE PROCEDURES II
Undergraduate
Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem solving. PREREQUISITE(S): permission required.

AHT 314
MANAGEMENT AND METHODS OF PATIENT CARE I
Undergraduate
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including: budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. PREREQUISITE(S): permission required.
AHT 315
MANAGEMENT AND METHODS OF PATIENT CARE II
Undergraduate
Skills in problem solving, critical-thinking, and decision-making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including; budgeting, medical and legal considerations and political issues affecting health care. Special emphasis is placed on research methods, medical law and ethics, and scheduling guidelines. Focus on basic measures necessary to provide quality patient care. Basic principles of record keeping and maintaining confidentiality of information are explained. PREREQUISITE(S): permission required.

AHT 316
RADIATION BIOLOGY
Undergraduate
Knowledge of cell structure and function as a basis for understanding cellular and organ responses to the effects of ionizing radiation, radionuclides and radiation oncology. Understanding units of exposure, organ dose calculation and body distribution. PREREQUISITE(S): permission required.

AHT 317
MEDICAL TERMINOLOGY
Undergraduate
The medical terminology course consists of a study of root words, prefixes, and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may choose to progress more rapidly than the assignment schedule outlines. PREREQUISITE(S): permission required.

AHT 321
MANAGEMENT AND METHODS PATIENT CARE
Undergraduate
Content is designed to provide the student with foundational concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Students will also get a better understanding of how race, gender, physical ability, sexual orientation, spirituality, healing and dying, and age play a role in cultural competence. Routine and emergency care procedures will be presented. Course will also include an orientation to hyperthermia, chemotherapy, body mechanics, nutrition for cancer patients, and an overview of radiation therapy patient sided effects.

AHT 322
QUALITY MANAGEMENT
Undergraduate
Content is designed to focus on the evolution of quality management (QM) programs and continuing quality improvement in radiation oncology. Topics will include the need for quality assurance (QA) checks; QA of the clinical aspects and chart checks, film checks; the various types of evaluations and tests performed on simulators, megavoltage therapy equipment, and therapy planning units; the role of radiation therapists in quality management programs; legal and regulatory implications for maintaining appropriate guidelines; and the role computers and information systems serve within the radiation oncology department.

AHT 323
CLINICAL PRACTICUM
Undergraduate
The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. Students will be required to complete some ARRT required clinical competency examinations during this course.

AHT 324
CLINICAL PRACTICUM II
Undergraduate
The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. This is a continuation of Clinical Practicum I. Students will be required to complete all remaining ARRT required clinical competency examinations during this course.
AHT 325
INTRODUCTION TO RADIOLOGIC SCIENCES
Undergraduate
This course provides the student therapist with the technical aspects of radiography equipment. Discussion will include orientation to the function and operation of radiography equipment.

AHT 327
RADIATION SAFETY AND PROTECTION
Undergraduate
The purpose of this course is to educate students regarding institutional, state and federal regulations controlling the safe use and disposal of radiation-producing equipment and sources. Emphasis is placed on ALARA principles to define the health professional's legal and ethical responsibility to minimize radiation dose to co-workers and patients, and oneself.

AHT 329
PATHOLOGY
Undergraduate
This course introduces the student to the field of pathology with an emphasis on the oncologic disease processes. Topics range from discussion of pathology from the cellular level through various organ systems. Students are introduced to terminology related to the field of pathology as a whole and to the subspecialty of oncology specifically.

AHT 330
RADIATION SAFETY AND PROTECTION
Undergraduate
Supervised practice and procedures for the receipt, handling, transporting, storage, usage, record keeping, disposal and decontamination of radioactive materials. Emphasis on licensing and regulations set forth by local, state and federal agencies. Academic and clinical instruction to provide the student with radiation safety techniques to minimize exposure to themselves, the patient, public, fellow workers and themselves. Regulations regarding therapeutic dosages and follow-up procedures. Focus on practical mathematics in nuclear medicine including radiation unit conversion, dose conversion, dose calculation, determination of specific activity, decay, and half-life calculation, counting efficiency, and statistics. PREREQUISITE(S): permission required.

AHT 331
RADIATION DETECTION AND INSTRUMENTATION
Undergraduate
Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures. PREREQUISITE(S): permission required.

AHT 332
RADIATION PHYSICS AND INSTRUMENTATION
Undergraduate
Theory and physical principles associated with atomic structure, nuclear and quantum physics related to radioactive decay. Properties of the elements and the production of characteristic x and gamma rays, anger electrons and Bremsstrahlung. Instruction on the modes of decay, radiation dosimetry, and interaction of ionizing radiation with matter. Basic physics, instrumentation, and radiochemistry of SPECT (Single Photon Emission Computed Tomography), SPECT/CT, Positron Emission Tomography (PET), and PET/CT. PREREQUISITE(S): permission required.

AHT 333
RADIONUCLIDE CHEMISTRY AND RADIOPHARMACY
Undergraduate
The chemical, physical and biological properties of radiopharmaceuticals used in diagnosis and therapy. Emphasis is given to the preparation, calculation, identification, administration, and disposal of radiopharmaceuticals. Performance of all radionuclide quality control and quality assurance procedures. Principles of decay and half-life, tissue localization, chemical impurities, generator systems, dose preparation and techniques of good laboratory practices and cell labeling. PREREQUISITE(S): permission required.
AHT 334
CLINICAL CORRELATION - PATHOLOGY
Undergraduate
Focus on the study of the structure and function of human cells, tissues, organs and systems. Clinical interpretation of organ systems with emphasis on immunology, and anatomy and physiology, which will provide a basis for understanding abnormal or pathological conditions as applied to nuclear medicine. Causes, symptoms, and treatments of disease are discussed as well as its effect on the images. In addition, the student is scheduled to observe the interpretation of images with the physician staff. PREREQUISITE(S): permission required.

AHT 335
COMPUTED TOMOGRAPHY AND CROSS-SECTIONAL ANATOMY
Undergraduate
Introduction to the fundamental concepts and principles of computed technology and its role in medical imaging. Specific topics include physics & instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis placed on patient considerations, patient safety, and radiation protection. PREREQUISITE(S): permission required.

AHT 341
RADIATION PHYSICS
Undergraduate
Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Topics also include fundamental concepts of general physics and radiation physics, including the production of x-rays interactions with matter.

AHT 342
RADIATION PHYSICS II
Undergraduate
Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Radiation protection and quality assurance will also be covered. This course is a continuation of Radiation Therapy Physics I.

AHT 343
MEDICAL IMAGING AND PROCESSING
Undergraduate
Procedure for imaging human structure and their relevance to radiation therapy; topographical anatomy, radiographic and cross sectional anatomy. Identification of anatomic structures as demonstrated through various imaging modalities.

AHT 344
OPERATION ISSUES IN RADIATION THERAPY
Undergraduate
Content is designed to focus on various allied health operational issues. Continuing Quality Improvement (CQI) project development, evaluation, and assessment techniques will be emphasized. Human resource issues and regulations impacting the radiation therapist will be examined. Accreditation agencies and the licensed practitioner's role in the accreditation process will be presented. Billing and reimbursement issues will be covered.

AHT 345
PRINCIPLES AND PRACTICE OF RADIATION THERAPY
Undergraduate
Content is designed to provide an overview of cancer and the specialty of radiation therapy. The medical, biological, and pathological aspect, as well as the physical and technical aspects, will be discussed. This course will also include content designed to provide the student with fundamental concepts, theories, and application of healthcare laws and ethical standards implemented and practiced in quality management for radiation therapy. Analysis of legal terminology, sources of law and the litigation process as applied to health professionals will be evaluated.
AHT 346
PRINCIPLE AND PRACTICE OF RADIATION THERAPY
Undergraduate
This course is a continuation of principles and practice of radiation therapy I. Critical thinking and the basics of ethical and clinical decision making are fostered in the student. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in the relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession.

AHT 347
TECHNICAL RADIATION ONCOLOGY
Undergraduate
This course provides the student therapist with the technical aspects of radiation therapy. Discussion will include orientation to the function and operation of radiation therapy equipment. The clinical lab component of this course provides a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic and the didactic portion of this course. Concepts of team practice, patient-centered and clinical practice will also be discussed.

AHT 348
TECHNICAL RADIATION ONCOLOGY
Undergraduate
This course is designed to focus on discussions of various treatment and simulation procedures of different pathologies. The lab component will continue to provide and hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic.

AI 102
CORPORATIONS, RESPONSIBILITY, AND THE HOLIDAYS
Undergraduate
American corporations often promote large scale relief efforts for their communities around the time of the December holidays. What motivates these efforts? Who benefits? Are corporations really responsible for the communities in which they do business? How can individuals participate in these efforts? In this course, students will examine contemporary theories of social ethics, and will apply them to the corporations we create, staff, and support. Students will also consider the role their individual roles in community relief efforts. This course meets for five on campus sessions during the December term. Students may take this course for one of the following competences: A3X, H2X, FX. Faculty: Donna Steele

AI 103
LEADERSHIP AND APPLIED ETHICS
Undergraduate
This course explores a range of ethical issues that students will face in their ministries and the moral principles they can apply to those issues. It will examine the ethical responsibilities and challenges of good professional practice for those serving in ministry today. It will discuss ethical issues that arise in the leadership or management of congregations, communities and organizations. It will examine areas of social ethics that are particular relevant to their African context. In this course, students will study the distinctive assumptions, methods and applications of different ethical systems drawn from traditions such as Christianity, Islam, and African traditional religion. Each student will design and complete an independent learning project for their Focus Area in which they will address an ethical issue they are likely to face in their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze a problem using two different ethical systems and to apply the skills of ethical analysis to ministry. (2 competencies) Competences: A4, FX.

AI 104
LEADERSHIP AND CREATIVITY
Undergraduate
Creative leaders recognize and express dimensions of the world and society that are often overlooked by others. They are able to respond effectively to new challenges and opportunities in their personal lives and in society. Artists, performers and creators have an essential vocation that enriches the whole community. In this course, students will expand their appreciation for the importance of creativity. They will look how the arts provide a unique way to understand and interact with culture. They will study the arts in an African context. They will engage in creative activity or performance and reflect on these experiences. They will also explore ways in which they can be more creative in their lives and ministries. Through this course, therefore, students will develop and demonstrate their competence to define and analyze a creative process and to create an original work of art, explore its relationship to artistic form, and reflect on the creative process. (2 competencies) Competences: A5, A2A
AI 105
VISUAL LITERACY AND CHICAGO'S MUSEUM OF CONTEMPORARY ART
Undergraduate
Have you ever been confused by the intentions of an artist or at a loss for words when trying to describe a work of art? How many times have you walked through a museum and while looking at a work of art said to yourself, “I could do that.” This course will introduce a series of skills ranging from simple identification to complex interpretation that will help us read both images and text and find meaning in a variety of contemporary art forms, from painting to sculpture, and photography to installation. The course will focus on the cultural, moral, and aesthetic value of art exhibited in Chicago’s Museum of Contemporary Art (MCA) present and past exhibitions. Art making activities will occur throughout the course to help us explore visual literacy through expressing thoughts and ideas in visual form. Throughout the course students will maintain a visual journal based upon some of the following activities: museum visits, classroom discussions, outside observations, and art making experiences. A culminating project will investigate a specific cultural, aesthetic, or moral topic that has been addressed by a contemporary artist. Competences: A1B, A2A, A5, H1X. Faculty: David McKoski

AI 106
THE RESISTERS: THE LATINA QUEST FOR JUSTICE
Undergraduate
This course will introduce students to the issues of violence, oppression and abuse in the lives of U.S. Latinas, here after referred to as Latinas, and in Latin American women’s lives with, for comparison purpose, consideration of the same issues as regards non-Latina women in the U.S. The course will look at the different types of violence, oppression and abuse these women experience as well as the factors that contribute to the situation, such as harmful traditions, discrimination, religion, politics, sexism and war. These factors will be reviewed and analyzed in order to have a better understanding of how they directly affect their lives and contribute to the violence, abuse and oppression they endure. Students will become familiar with the many ways of resistance expressed by Latinas and Latin American women. Because defiance has been demonstrated in various forms, students will therefore be introduced to Latina and Latin American female writers, journalists, artists and activist, who have resisted violence, abuse and oppression and, in their own way, have changed the culture that perpetrates the hostile behavior. Students will learn about women such as Guatemalan Noble Peace Prize winner Rigoberta Menchu, Mexican journalist Lydia Cacho, and Latina writers Gloria Anzadua and Cheri Moraga, just to name a few. Students will be introduced to local resisters, as well. Students will also be encouraged to draw connections between their own experiences and that of the women about whom they will be studying. Finally, students will have an opportunity to compare and contrast methods of resistance that exists between these women and women in the U.S. who do not identify as Latinas. Competences: A1X, H1X, H4, A3C. Faculty: Lourdes Rocha

AI 107
INTRODUCTION TO BUDDHIST MINDFULNESS MEDITATION
Undergraduate
In this 5 week (2 credit hour) course, you will be introduced to theories and practices of mindfulness meditation from the Buddhist tradition. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. While the approach to mindfulness meditation we will use in this class is rooted in Buddhist philosophies of the mind, but it does not require religious or spiritual interpretations. You can register for only one of the following competencies: A-4, A-5, A-3-X, L-7. Faculty: Michael Skelley

AI 108
INTERNATIONAL RELATIONS: WEAPONS, WARS AND A WORLD IN TURMOIL
Undergraduate
Today, world politics is making an unpredictable turn and undergoing an historical transition. International relations in the 21st century are more complex and facing more pressing global challenges than the previous century. While the Western nations have enjoyed unparalleled prosperity in recent years, developing nations, mired in debt, burdened in poverty, riddled with diseases ranging from malaria to AIDS, plagued by wars and genocide, are struggling to overcome crisis. This course will examine the role of nation-states, international organizations like the United Nations, international law, international crimes court, treaties, and root causes and functions of war and peace in the making of foreign policies that have shaped and reshaped the relationships among nations. We will also focus on ethics in the context of a number of issues and practices in international relations ranging from global inequality, the promotion of human rights, foreign aid, immigration/forced deportation, humanitarian intervention, to terrorism, genocide, war crimes, and the use of torture. Truman Bridge Course. Can be taken for up to 3 competences. Competences: A4, H1C, H2E, H5, FX. Faculty: Anghesom Atsbaha and Dennis Skentzis

DePaul University Winter/Spring 2013
AI 109
THROUGH THE LOOKING GLASS: ADDRESSING DIFFERENCES THROUGH CONTEMPORARY LITERATURE
Undergraduate
Students will examine issues of discrimination and bias as we analyze several contemporary essays, speeches, short works of fiction, non-fiction, film, music and art. Among others, students will review some of the works of Martin Luther King, Jr., Abraham Lincoln, Cesar Chavez, Harvey Milk, Gloria Steinem, Malcolm X and Ernesto "Che" Guevara as a means to understand how certain people groups attain power over other groups and how/why inequalities and injustice begin and persist. Students will work on several small group and collaborative assignments that will help them explore their own biases, those of others, and propose solutions. In addition, this course will give students the opportunity to learn about and practice several types of writing including journals, essays and a short research paper. These assignments will also help students develop critical reading and analysis skills. This class assumes a basic understanding of grammar and composition. This class is an excellent gateway course for students who are new to the School for New Learning and for Wright students in general. Students will have the opportunity to learn and practice academic writing skills as well as work in a collaborative learning environment. The class can serve as a cornerstone for other SNL courses and college courses in general, providing a strong basis for continued and effective learning. SNL students may also be able to use the writing assignments in this course as part of their portfolio if they choose to satisfy the required L4 competency via the portfolio option. In addition, all students will be encouraged to apply what they are learning to their own educational and professional goals. In this course the following teaching and learning techniques are used: workshops, discussions, short lectures, small group work, film/play analysis, collaborative learning, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing/revising. Students should expect to write and rewrite extensively. Competences: L7, A1X, H4, H2X. Can be taken for up to 3 competences. Faculty: Peggy St. John & Suzanne Sanders-Betzold

AI 110
WHOSE BLUES?
Undergraduate
Jeff Todd Titon states in Worlds of Music [Chapter 4: North America/Black America - Jeff Todd Titon, general editor] that the traditional musics of African Americans are perhaps the only contributions to the international music world from the United States. During this course, we will read about and listen to this musical heritage of Black Americans; this will include the origins of Blues in African music, the development of Blues in the US, and the fusion of Blues with various musics of Asia. We will hear musical examples from the text, as well as musical examples from the instructor's personal library which will enhance our understanding of the importance of Blues and its culture in our present society. Competences: A1X, H1X. Faculty: Rebecca Schwan Can only be taken for one competence. 5 week course.

AI 111
HEALTH CARE: RIGHT OR PRIVILEGE
Undergraduate
Nations across the globe provide their citizens with subsidized health care. In the contemporary political climate, many people are clamoring for the United States to do the same. What are the issues that define this decision? Does national health care work? Do we deserve subsidized health care? Who benefits? Who doesn't? What will it cost? In this course, students will examine the notions of providing health care from philosophical, financial and social perspectives. Learner should expect to walk away from this experience with facts, figures, and ideas that will help them make up their own minds about the American health care dilemma. Can only be taken for one competence. Competences: H2A, A4, FX. Faculty: Mark Enenbach

AI 112
EXPLORING CHINA: THE LANGUAGE, THE CULTURE, AND THE VISUAL AND MARTIAL ARTS
Undergraduate
This is a course of active learning that requires a student to speak basic Chinese, explore the origin of Chinese characters, paint with brushes, and meditate in motion through Tai Chi. It introduces the fundamental structure of Chinese pronunciation and explores methods and techniques for English speakers to memorize the sound of Chinese words. By introducing students to the pictographic nature of Chinese characters, it engages students in a process of learning through visualizing the "image" of Chinese characters. In addition to language and culture exploration, students will be introduced to the Chinese philosophy of Yin Yang balance and applies it through their practice of Tai Chi, an ancient form of Chinese martial art for strengthening and relaxation of both body and mind. Can only be taken for one competence. Competences: A1H, H1E. Faculty: Sharon Guan
AI 113
URBAN COMMUNITY ETHICS
Undergraduate
Course description: Community development is an issue that every city or state is concerned about, especially in fiscally tight economic times. How best can communities attract business, maintain diverse and well-maintained housing, keep streets safe from crime, and provide quality education and recreation for children and adults? How one approaches the development or redevelopment of a community is often determined by ethical position. City planners, politicians, residents, and community organizers approach these problems from dramatically different perspectives. What one group calls 'gentrification' another might call 'citizen removal'. The ethical dilemma which unfolds is: In urban community development, whose greatest good are we seeking? Students will explore the ethical choices made by individuals, institutions, and communities as they make crucial decisions about who is and is not included in the new communities resulting from urban development. Issues of race, age, gender, national origin, religion, social class and other power relations or forms of exclusion are explicit and implicit considerations in the community development planning process. Particular emphasis will be placed on the values and visions of persons living in urban neighborhoods and how their values compare to the values of government agencies or private firms involved in planning the fate and future of neighborhoods. Competences: A4, A3X, H1H. Faculty: Cynthia Millsap

AI 121
ART AND MEMORY: SCRAPBOOKING
Undergraduate
In homes all over America, dining room tables are filled with tiny metal hearts, pictures of adorable toddlers, bags of stickers, and 500 varieties of lettering. Scrapbooking is one of the nation's fastest growing leisure time activities. Millions of dollars are invested in this peculiar pastime that focuses on not only recording family events, but prettifying them as well. Most of us do not consider ourselves artists, but give us a pair of scissors and some fancy paper and we will create a masterpiece! Students in this experience will learn about the vast array of resources available to scrapbook artists and will begin the process of decoding the relationship between art and craft in this pursuit that is sweeping the nation. Topics will include the definition of scrapbooking and its history; the ways in which art and craft intersect in the scrapbook; how to get started with a scrapbook; the impact of creativity in scrapbooking; and the construction of meaningful works of art and craft. Learners should expect to surf the internet for scrapbooking sources and to visit local scrapbook emporia. This course will meet on campus and online via Blackboard. Competences: A2X, A5, A1X. Faculty: Betta LoSardo and Pamela Sandy

AI 142
IMAGES OF ETHNICITY: FAMILY HistORIES AND PUBLIC PERCEPTIONS
Undergraduate
Students will examine the history of their own family against the backdrop of their ethnic and social identities as they understand it and how those identities are viewed by others. To do this we will gather genealogical information, visual images (family photographs, newspaper or magazine articles, possibly drawings), oral history (interviews with family members) which reflect both the particulars of your family and the forces behind cultural preservation and the pressures to assimilate. Personal investigations will be integrated with original research from local ethnic museums and institutions, the Chicago History Museum and other web-based archives. Access to Ancestry.com's vast database will be included with this class. This research will provide context for your tribe's experiences in Chicago, called "the most ethnically aware city in America." Perhaps greatest benefits of this course will be to those from ethnic, social and cultural traditions other than Western European. These would include Persons of Color, African-American and Native-American, and those 2nd or 3rd generation Americans from Hispanic, Eastern European, African, Islamic or Asiatic traditions. Another transition, the adaptation from a rural to urban lifestyle, is shared by many of all backgrounds. The survival instinct and adaptation over generations can include persons from every social strata. Established families of the privileged are not exempt. Competences: A1B, A5, H1X, H3X, S3X. Faculty: Michael Boruch

AI 143
A POEM OF ONE'S OWN: READING AND WRITING POETRY
Undergraduate
Ever wondered why it is so hard to read poetry? Ever thought about what marketing, medicine, plumbing, and poetry have in common? Come to 'A Poem of One's Own' and find out. In this class we'll ponder the nature of creativity; we'll discuss and practice techniques for reading, analyzing, and enjoying a wide array of poetry; we'll think about how the poems we read connect to our life experience; and we'll write our own poems and revise and revise them again as we learn something about the process of poetic creation. The class will be a mix of discussion, workshop, audios, film and short lectures. The workshop will include small groups. Competencies: A1C, A2A, A1A, and A5. Faculty: Ann Stanford

AI 144
INTRODUCTION TO AMERICAN ART AND ARCHITECTURE
Undergraduate
This course will introduce students to the cultural heritage of a nation built on ethnic diversity. From its early European roots to a nation known as a leader in the contemporary art world, this course will examine significant works that have established themselves as representatives of the various periods in American art and culture. Selected works from the Colonial Period, Federal Period, Early Modernist and Postwar Modernist Periods will be introduced. Artists such as Samuel F.B. Morse, John Singleton Copley, John Singer Sargent and Jackson Pollock as well as architects such as Frank Lloyd Wright and Luis Sullivan will be introduced. Competencies: A1A, A1E, A1B, A1G. Faculty: Staff
AI 145
DOCUMENTARY FILM
Undergraduate
Since the invention of the camera, people have used it to document and preserve a moment in history, and to reveal the tragedies and delights of the world around us. Enthusiasm for documentaries has grown tremendously in recent years, achieving a relevancy and popularity that would have been hard to imagine not long ago. This course is intended as an introduction to the documentary form while exploring its relationship to society. Each class session consists of lecture, film screenings, and discussion. Works screened survey the history and range of documentary expression including the classics, as well as examples of challenging work by independent film and videomakers. Along with a consideration of their artistic style, structure and subject content, we will explore the social and political relevance of the films and attempt to assess their historical impact. This course challenges students to develop a critical eye, and to deepen their appreciation of the documentary vision. Competencies: A1E, A1H, H1B, H1E, H5, E1, E2, L10,11 (LEX). Faculty: Dr. Michael DeAngelis & Susan McGury

AI 146
IMAGISM AND POETIC VISION IN PLAYWRITING
Undergraduate
In this course, students will be inspired to write from within, from the depth of their core. The course will take students on a journey into a world where they will comprehend the incomprehensible, and hear the inaudible. Students will present their intellectual and emotional complexities through words. The result of the journey is a liberation from the limitations of time and space. Through introspective exercises, students will gain an aesthetic appreciation of life. The course will focus on the intensive writing and reading of plays. Competencies: A-2-A, A-5, H-3-F, S-4. Faculty: Ezzat Goushegir

AI 147
ETHICS: HOW GOOD PEOPLE MAKE TOUGH CHOICES
Undergraduate
Through life's many lessons, we have learned how to make a decision between what is the right thing to do and what is simply wrong. We can differentiate between good and evil, truth and lies, etc. However, most of our dilemmas do not stem from deciding the correct path, when we are faced with right and wrong decisions. What most often puts us into a quandary is deciding between what is right and what is right. In other words when good people are faced with tough choices, on what basis do they make their decisions? In an era of perceived ethical incertitude and moral skepticism, students will examine how decisions are made based on one of many ethical systems. Students will learn about various ethical systems, and ethicists, such as utilitarianism, deontology, Kant, Aristotle, and Gillian, just to name a few. By the end of the course students should be able to apply their knowledge of moral, ethical and social issues, and have a better understanding of how the tough decisions they make could impact others. Competencies: A4, A3C, A3X, FX. Faculty: Christine Hayda

AI 148
HOW TO BE A CULTURAL ACTIVIST
Undergraduate
Freedom of expression vs. censorship. The artist as agent of change or entertainer of the privileged. Intellectual property vs. freeware. The Slow Food movement vs. Globalization. Teaching evolution or creationism. Public education vs. home schooling. These are just a few of the controversies that swirl around the arena of American culture. There are many groups working to preserve the widest access to the arts, culture and means of expression. This course has a definite point of view: which is that creativity is an essential component of a vital democracy. If you believe that creativity should be a national value and national priority - then this course will show you several ways to translate your concern into meaningful action. During this course students will be given an introduction to community organizing strategies and tactics and will be exposed to a number of cultural policy controversies and the key players who are working to make a difference in those areas. We will hear firsthand from cultural activists and learn how to be effective organizers for cultural democracy. This class will combine readings, class exploration and an out-of-class research project where students will pick a cultural cause that is meaningful to them and organize a small event or action around that issue. Competencies: A3X, A5, H1I, H2X. Faculty: Thomas Tresser

AI 149
CHINA/TIBET: VANISHING CULTURES
Undergraduate
The world is a book, and those who do not travel read only one page. --St. Augustine. China is the world's fastest growing economy. While economic benefits of its rapid development are clear, what risks are involved in such rapid cultural change? What happens when ancient traditional cultures are devastated by hasty development? What is the human cost of such losses? This course asks students to consider these questions as they encounter regions in China that recent economic development has not yet completely altered from their traditional state. Students will gain valuable understandings of religion, art, history and culture by engaging with present day China while unraveling its rich and complex past. Through visits to cultural centers and interactions with local people, we will experience ethnic minorities in the Kunming area of Yunnan Province, attend a major cultural festival in Ulan Bator, Mongolia, and end the journey with a train ride on the Trans Siberian Railway across the Great Wall into Beijing. Travel: June 2009. Expenses will be approximately $3,500 plus tuition and international course fee of $150. You can register for up to three competencies. Competencies: A1E, A1H, H1B, H1E,H5, E1, E2, L10,11 (LEX). Faculty: Dr. Michael DeAngelis & Susan McGury
AI 150
**IRANIAN WOMEN WRITERS AND FILMMAKERS**
Undergraduate
In this course, students will read the fiction of Iranian women authors and watch films by women directors, who have confronted the censorship, by creating new ways of resistance. Students will respond to these works and research, discuss and reflect upon the social, political and gender context. They will be required to give an oral report on an author or a film of choice, or a written essay. Competences: A1E, A5, H1X, H3B. Faculty: Ezzat Goushegir

AI 151
**EXPERIMENTAL PLAYWRITING**
Undergraduate
The art of seeing has to be learned. In this course, students will explore the possibilities of looking at things differently. By the new way of seeing, they will have a chance to root and challenge BODY, DREAMS, and DEATH in order to find freedom, joy and life. The new language will be born by listening to the mysterious language and music of our body and dreams. The course will focus our body and our desires, and journeying into the origin of words, in order to challenge the old for the new. Students will write many exercises, read works by playwrights such as Helene Cixous and Marguerite Duras, and compose short dramatic pieces of their own. Competences: A2A, A5, H3F, S4. Faculty: Ezzat Goushegir

AI 152
**EXPLORING THE ART MUSEUM**
Undergraduate
This course is designed to introduce students to the art museum as a source of lifelong learning. The museum will be presented as a resource for studying art, first by discussing the purpose, organization and function of art museums and, second, by offering insight into their collections, based on a focus on famous paintings from their collections that have established themselves in western culture. Students will use both paper-based and internet resources to determine the process of selection of art works for their historical, iconographic and symbolic meanings and be able to place them in their historical and chronological context. Competences: A1A, A1B, A1C, A5. Faculty: Phyllis Kozlowski

AI 153
**FOLK ART: REFLECTIONS OF DIVERSE CULTURES AND TRADITIONS**
Undergraduate
This course is designed to acquaint students with works of folk art and to provide an approach to understanding and appreciation through knowledge of kinds of folk art, of its purposes, techniques, form, and content. The course is designed to sensitize the student to the variety of folk art and their importance in the time and culture in which they were created and their importance in contemporary civilization. The theory, history, and mechanics of folk art plus a survey of the major developments in the visual folk arts, and their respective aesthetic criteria are explored through reading and discussion. Visuals in museums, local collections, community-practicing artists, book visuals and visuals on line are used as resources. This course is NOT offered for A2A (requires the production of artwork). Competences: A1B, A1H, A1E, A1D, A1X. Faculty: Linda Hightower

AI 154
**BANKS AS PATRONS OF THE ARTS**
Undergraduate
In Banks as Patrons of the Arts, students will consider the larger role of banks and other corporation with respect to community, especially as provider, preserver, and procurator of the visual arts. Throughout history, banks have led the way in the commissioning, procurement, and dissemination of works of art. Money, power, spirituality and aesthetics have been important elements in the preservation of art in various cultures. The focus of this course is this dilemma. Who creates visual images? Who preserves them? How does the public come to know of them and appreciate them? Where does the corporation fit in this puzzle? How has this question been handled in history? Must commerce and aesthetics be opposed? Do powerful organizations such as banks have a responsibility to develop and protect our visual heritage? Is there a middle ground where beauty and profit can coexist? Competences: A1A, A1X, A2B. Faculty: Susan McGury

AI 155
**ANALYZING LEADERSHIP**
Undergraduate
This course provides a framework from which to identify and analyze 'leadership. Leadership occurs in all aspects of life, including: business, politics, sports, society, religion, family, education, and culture. But what is leadership? The Merriam-Webster on-line dictionary defines leadership as "the act or an instance of leading," which provides us with little insight. On further investigation, however, the dictionary defines "lead" as [guide] on a way especially by going in advance. Where there is a leader, then, someone or something must follow. This course first explores the interrelationship between a leader and his or her followers and looks at the effect they have on each other. "Good" leadership traits (i.e., effective) and "bad" leadership traits (i.e., ineffective) are then studied from the perspectives of the leaders, the followers, and outsiders. Finally, this course takes a look at leadership from an international perspective. Competences: H-1-C, H-5, A-3-X, F-X. Faculty: Elizabeth Bleakley
AI 156
FILM COMEDY, AMERICAN STYLE
Undergraduate
Since the beginning of cinema, movies have made audiences laugh, and comedy is still the most prevalent film genre around the world. What were the earliest movie comedies like, and has film comedy gotten more “sophisticated”? Is comedy universal (does everyone laugh at the same things)? What lies beneath laughter? What does it mean for something to be funny? What forms of comedy lend themselves particularly well to movies? Do great movie clowns (e.g. Charlie Chaplin, Mae West, and Jim Carrey) or great comedy directors have anything in common? This course investigates film comedy from these various perspectives, based on American films ranging historically over the 20th century, and on readings from film critics, psychologists, and philosophers. Students who complete this course will have a good working knowledge of American film comedy—its history, its status as a genre, its social and psychological functions, and some of its landmark films and creators. Through readings, writing assignments, and lecture-discussions, students will also become conversant in a few key theories of comedy, and begin to consider them in the context of films. Competencies: A-1-C, A-1-D, H-1-X, H-2-G. Faculty: Gary Fox

AI 157
CATHEDRALS OF ENGLAND: A PILGRIMAGE (TRAVEL COURSE)
Undergraduate
Cathedrals of England: A Pilgrimage (Travel Course) The inspiration and faith that combined to produce the magnificent cathedrals in Great Britain are worthy subjects for students of art, history, architecture and religion. Our journey of discovery will begin in London and move southward to St. Albans and Canterbury, then on to Gloucester, Lincoln, Durham, with an overnight stay at Holy Island (Lindesfarne) the site of an 8th century Abbey accessible via footpath by day and only by boat after the tide comes in. We will focus on exploring a sense of space as a place for spiritual awakening and renewal, and make connections to our readings and discussions. Competences: A1X, A2X, A3X, A5, E1, E2, H2X, L10, L11. Contact Dr. Susan McGury at smcgury@depaul.edu or 312-362-6736 for more information.

AI 158
DOCUMENTARY PHOTOGRAPHY AS HISTORICAL RECORD
Undergraduate
Can any photograph from the past be described as a document? The word “document,” like the photograph itself, implies “truth.” But information, written or visual, requires context and interpretation. What we take from photographs depends upon the things we bring to them... foremost being our personal and group perceptions of the world. Did photographer Mathew Brady shape his Civil War coverage for his Northern audience? How were these images seen differently through the eyes of the defeated? And what stories are they telling us and future audiences? Photographs can inform words. Words contextualize photographs. In this class we will examine this relationship and how interpretations of camera images have shaped our lives. Competences: A1E, A2D, H1A, S3A. Faculty: Michael Boruch

AI 159
UNDERSTANDING THE WORLD’S GREAT MOVIES
Undergraduate
Cinema is a communication mode that warrants our attention. Through examination of great international artists and their films, much can be learned about cultures with which we are not familiar. Since our experience of film is mediated by our own experience and by our own curiosity about its creator, during this course our attention will focus not only on film as an artistic expression, but on the experiences of the director, and the circumstances that caused her/his films to be created. Most class time will be spent on viewing and discussing a film; preparation for each class will necessitate background knowledge and film analysis by the learner. Throughout this course the learner will become familiar with internationally known film directors, their works, and the historical background that inspired them to produce their art. Competences: A1E, A3C, H1F, H5, A5. Faculty: Rebecca Schwan.

AI 160
IT’S ONLY ROCK AND ROLL: MAKING MUSIC THE OLD FASHIONED WAY
Undergraduate
For many, music is an integral part of everyday life. It is also deeply ingrained in most cultures. Music is used by individuals, businesses and societies to entertain, soothe, excite, and arouse. Music is basically a series or combination of pleasing sounds but how is music made? How do we know what is pleasing and what is not? The answers to these questions and others demonstrate that music is also a field where science and art meet. In this class, we will explore how sound is physically created and how specific sounds have been turned into music over the centuries. Through experimentation, we will examine the physical and mathematical properties of sound and musical instruments. We will also create simple musical instruments and share the experience of creating musical pieces. No musical experience is needed to take this class. This class is a hybrid course that will meet every two weeks for a total of 5 times. Students will be expected to attend every class meeting as well as regularly participate in the class using the Blackboard website. Competences: A-5, A-2-X, S-2-X, S-1-X, F-X. Faculty: John Hemmerling
AI 161
EXPLORING THE CULTURE OF ADOLESCENT MUSIC
Undergraduate
Adolescents have chosen their own music to listen to for many generations, and those decisions have affected their own children’s and grandchildren’s musical choices. Teenagers often listen to the same music as their peers, but why? And is this always the case? In this course we will explore, compare, and differentiate social and other factors that mold teenagers’ musical decisions. What are their thought processes when they choose music? Are they always trying to be rebellious toward their parents or society in general? Are they simply seeking individuality? Is 21st century adolescents’ music any more distasteful than adolescents’ music from earlier decades? How has technology and the social media impacted teenagers’ music choices and enabled greater musical autonomy? Through listening exercises, discussions, and readings, we will describe and analyze our own musical tastes in the context of our own adolescence in an attempt to better understand teenagers’ choices in music from various time periods and what choices might look like for future adolescents. We will develop a broader perspective on how and why various cultures appeal to adolescents. In a final project you will analyze and present on an aspect of adolescent music culture which will include a creative component such as a mix of audio samples illustrating your analysis. Competences: A1A, A2D, H3C, H2G

AI 162
THE GOSPEL OF LUKE
Undergraduate
What is the role of compassion and of justice in American society? How can the New Testament help Americans to interpret their responsibilities in an economy that is marked by increasing inequalities of reward and risk? During the Church Year that begins December 2012, hundreds of millions of Christians will hear readings from the Gospel of Luke when they go to church on Sundays. Other Christians will attempt individually and in small groups to relate Luke’s Gospel to the social, economic, political, and spiritual realities of their lives. This five-session course will provide conceptual tools for understanding this Gospel and for applying its message to today’s challenges. Competences: A1X, A3X, H1X. Can only be taken for one competence. Faculty: Kevin Buckley

AI 163
BEYOND THE PEARLY GATES: FACING DEATH IN THE MODERN WORLD
Undergraduate
As part of being an adult we encounter death all around us. It is one of the only guarantees in life after taxes. How to accept it or deny it is what this course will address. One view that we will explore is one which comes out of our religious belief systems. The other view we will look at comes out of our need, as humans living in an economy driven western world, to measure the cost benefits of choosing life over death. By exploring issues of great debate such as abortion, mercy killing, self defense, just war, and others, we will use the topic of death to identify and analyze how we make ethical decisions in life. Five session course. May only be taken for one competence. Competences: A3A, A4. Faculty: Christine Hayda

AI 164
CREATIVITY
Undergraduate
What is creativity? Where does it come from? Do we all have it? Can we cultivate it? These questions and more will be explored as we define the concept of creativity; identify, analyze, and describe the components of a creative process in varied fields; and, explain how engaging in a creative process affects our perception of the world. BA-1999 Competencies: A5.

AI 165
PRAIRIE CHRISTMAS
Undergraduate
This class will feature a participative look back at Christmas in America in the 19th century (primarily) in the Chicago area. Five three-block class hours will lead students through a discussion of 19th century Christmas tradition. The class will be channeled through some lecture and discussion, though the focus will be on making Christmas decorations and gifts of the period. The class will decorate a communal tree, create a Christmas annual and make small gifts. The annual will be comprised of short Christmas writings from class participants. The course will examine how traditions are changed over time. May be taken for only one competence. Competencies: A2X, A3X, A5, H1X.

AI 166
PRODUCING THE LIVE PERFORMING ARTS EVENT
Undergraduate
This class will transform itself into a mini-production unit and actually produce a live event for the general public. The class will learn the basics of producing a live event, including planning, casting, production logistics, publicity, sponsorship, and audience development. The class will choose what it wants to produce, and then it’s nine weeks to opening night! Competencies: L7, A1B, H2C, FX. Faculty: Tom Tresser.
AI 167
DIGITAL PHOTOGRAPHY
Undergraduate
Students learn in this course to take artistic digital photos. They will analyze photos they have taken prior to the course and discuss if they fulfill criteria to be seen as art. Several theories of artistic expression will be discussed. Rules of composition, light, exposure, colors, etc. will be reflected on. In a second step the students will develop the competence to alter their digital photos with a program like "Photoshop Elements". They will be able to change the expression of their photos, combine different shots, creating their personal piece of art. As a final product students, will create a portfolio with about 5 photos including detailed descriptions of their work. Competencies: A5, A1X, A2D, A2X. Faculty: Hartwig Stein

AI 168
CELTIC SPIRITUALITY
Undergraduate
Six Celtic lands (Ireland, Scotland, Wales, Cornwall, Brittany and the Isle of Man) shared related languages and cultures in the historic and prehistoric past. Part of that shared culture was a religion based in awareness of natural forces and the sacredness of the earth. This class introduces the spiritual traditions of Celtic lands and is designed to include the most famous Celtic holiday, celebrated in Ireland as Samhain, in Mexico as the Day of the Dead, and in other parts of the world as Halloween. Students will read ancient myths in translation and explore contemporary articulations of the Celtic spiritual tradition. Competences: A1H, A3E,A2X. Can only be taken for one competence. Faculty: Patricia Monaghan.

AI 169
ETHICS, LAW AND JUSTICE
Undergraduate
We will first assess and discuss two Platonic dialogues in a collective effort to familiarize ourselves with the interplay between reason and ethical questions. We will pay particular attention to Plato's method of reaching conclusions to questions raised in the dialogues, whether and how those conclusions are ethical in nature, and the relative success Plato has in supporting his conclusions. Concepts discussed include the attainment of virtue, whether virtue or knowledge is teachable, the use of persuasion, and statesmanship. We will then apply our familiarity with logical inquiry to a group of United States legal cases, and focus our attention on understanding the reasoning that underpins decisions encompassing Fourteenth Amendment due process and equal protection issues. We will look particularly at how our Supreme Court Justices employ reasoning to reach conclusions of law that many view as de facto moral issues. In addition, during the course of the class, we will assess a variety of historical, political, and literary readings with the hope that they may enhance our understanding of the concepts of liberty and equality. Competences: A3C, A3G, A4, H1X. Faculty: David Morris

AI 170
CREATIVITY AND ENTREPRENEURSHIP
Undergraduate
Successful entrepreneurs face many challenges, but the chief among them is to create ‘the new’. The process of imagining, conceptualizing and articulating this ‘new’ requires skills we often label ‘creative’. This class will explore the role of creativity in the development of entrepreneurial skills and the entrepreneurial personality. Creativity in this course will be seen both as a learned skills and as an exploration of our intuition. Topics will include the relationship between creativity and accountability, understanding creativity within the context: of self, teams, organizations, and society-at-large, and the role of risk in creative settings. Competences: A5, FX, L7. Faculty: Patrizia Acerra

AI 171
EXPLORATIONS IN INTERNATIONAL CINEMA: ISSUES OF CULTURE AND DIVERSITY
Undergraduate
This class offers students a chance to examine and critique outstanding films from a wide variety of cultures. The learning experience and critique will focus on acting, design and direction in addition to the cultural and social issues explored in the films. Students will be asked to enhance each other's knowledge about the artistic and technical aspects of the films as well as the themes in global culture they examine. BA-1999 Competencies: A1A, A1C, H1X, H5. Pre-1999 Competencies: AL1, AL3, HCF.

AI 172
MAKING POEMS: AN INTRODUCTION TO VERSE
Undergraduate
Making poems will be a creative writing offering that teaches metrics and verse forms, poetry the old-fashioned way. Topics will include metric feet, rhyme, lines, and verse forms. For example, students will learn about the iambic foot, write some iambic lines of various lengths, and finally use the iambic line to write a sonnet. Rap poetry with its structured rhythms and elaborate rhyming is another possibility. This “formalist” approach promotes a kind of creativity that is strongly infused with craft and discipline in contrast to the "spoken word" or confessional approaches to making poems. This class involves making audio recordings of your poems; students will be required to purchase a headset/microphone and download and install free software. Competences: A1C, A2A, A5. Faculty: Tom Sullivan
AI 173
WESTERN FILMS
Undergraduate
Interested in learning to write about film? The Western is a particularly creative and powerful medium for exploring dynamic social and cultural issues. It is particularly open to examining the nature of creative expression, social and historical contexts, and power relations among different groups. The Western provides wonderful and exciting topics for learning about the arts of analyzing and writing about film.
We are going to saddle up and ride out, approaching the Western from viewpoints of how one can write about film, exploring various rich issues of creativity, society, history and power. Possible examples of films are High Noon (1952), Shane (1953), Sergeant Rutledge (1960), Cheyenne Autumn (1964), Valdez is Coming (1971), Pale Horse, Pale Rider (1985), Unforgiven (1992). BA-1999 Competencies: A5, H4. Faculty: J. Warren Scheideman

AI 174
WORLD LITERATURE
Undergraduate
In this team-taught course, we will examine masterpieces of world literature, including principal works from selected literary periods and traditions. The first half of the course meets at Truman College and the second half at the Loop Campus and lasts a total of approximately 15 weeks. You may register for up to three competencies for this course. BA-1999 Competencies: A1B, A1C, A1D, A1E, A2X, A3G. Pre-1999 Competencies: AL3, ALC, ALF, ALH, ALI, ALR.

AI 175
SOCRATES AND THE GREEK MIND
Undergraduate
This seminar is devoted to the analysis of the great dialogues written by Socrates' famous student, Plato. In these works lie many of the keys to understanding the western world. They also illuminate much about ancient Greek culture. An appreciation for these great dialogues and their cultural significance is an essential part of higher education. The next time someone mentions Plato's Cave, you'll be in-the-know!
Competencies: H1E, H5I, A1E, A3G, A4, L7. Faculty: Corinne Benedetto

AI 176
CREATIVE WRITING
Undergraduate
Designed to help you explore the art of writing stories, either stories that are "made-up" or stories based on lived experience. You will be required to complete six fiction-writing exercises, and either one short story, one autobiographical story, or one story based on an oral history collected by you. In addition, you write a final essay in which you reflect on your learning and experience in the course. Competencies: A1C, A2A, A5, H1X, H3B. Faculty: Staff

AI 177
DREAMS DEFERRED: LAW AND SOCIAL JUSTICE IN AMERICAN THEATER
Undergraduate
Drama is an ideal vehicle for portraying conflict. And the courtroom is often the place where such conflicts come to a head. In this course, we will read various courtroom and law-related contemporary American plays and use them as a lens for exploring issues of law, justice, fairness and the distribution of power in American society (H4). We will also explore how the playwright's creative process makes these works exciting theatrical pieces and analyze how the various design elements (lights, set, costumes, music) bring each work to life (A5). Students who register for A2B will perform scenes and monologues from these plays. The class will attend various live theatrical performances in the Chicago area. Plays under consideration include: Twelve Angry Men, A Raisin in the Sun, The Laramie Project, The Execution of Justice, Permanent Collection, To Kill A Mockingbird, and Twilight, Los Angeles: 1992. Competencies: H4, A5, A2B, FX. Faculty: Fred Wellisch

AI 178
THE ART OF LIVING: ACHIEVING Fulfillment during life's transitions
Undergraduate
Achieving fulfillment during life's transitions can be a daunting task. This course is intended to help students understand, address and take advantage of planned and unplanned career and lifestyle changes and opportunities. Special attention is given to methods for achieving personal fulfillment goals. Students examine the views of philosophers, spiritual leaders, and artists, both historical and contemporary, including Blaise Lao-tzu, Cicero, Thoreau, Emerson, Shaw, Lewis, Peck, Angelou, Fulghum, Dychtwald, Sher, and Dyer. Students create their own mission statement for work and life. A primary objective of the course is to expose students to resources that can be used in their own self-discovery process. Multi-media activities include small and large group discussions and presentations, research, and report writing, video and audiotapes. Students are encouraged to use the Internet in their research. Competencies: A-1-D, A-3-D, F-X, L-7.
AI 179
LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA
Undergraduate
In this course, students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors of various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper, students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Because students will practice writing and revising academic papers, the course can serve as a gateway to other college courses. During this course various teaching and learning strategies will be used such as: workshops, discussions, short lectures, small group work, movie/play analyses, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing. Students should expect to write and rewrite extensively. Competences: A1X, A3G, H1X, H3X. Faculty: Peggy St. John & Suzanne Sanders-Betzold. Can be taken for up to 3 competences.

AI 180
BACK TO THE FUTURES: A BRIEF HISTORY OF FUTURES TRADING IN CHICAGO
Undergraduate
This class will examine the futures industry in Chicago from mid-19th century to the present. We will examine how the fledgling city provided fertile soil for the growth of futures trading and continues to support trading today. Commodity futures trading has a long history throughout the civilized world, with products from rice to wheat to tulips having been "forward priced" for centuries; however, it wasn't until the middle of the 19th century that futures or derivatives trading as we know it begin in Chicago. We will look at contemporary news accounts and literary portrayals of the marketplaces. In particular, we will read works by Frank Norris, an early critic of the industry and of late 19th century capitalism in general. The class will be organized around a schedule of lecture, discussion, and small group work. A series of readings will be assigned each week, and these will be discussed in detail. We will also see a few short films and have visits by guest speakers. Competences: A1E, A4, H1C, FX.

AI 181
CREATING ORIGINAL DIGITAL ART
Undergraduate
The course will focus on electronic visual art, and because of the amount of material to be covered, will not include audio or animation art. Student will look at what constitutes ?art?, then look at how original art could be created using technological tools, such as Microsoft Paint, Pixel-based art, such as Microsoft Graphics in PowerPoint; Digital Photography and PhotoShop; digital short-movies, and Digital Animation using Freeware GIF Animation software. Competences: A2B, A2D, A2X, FX. Faculty: Ruth Gannon-Cook

AI 182
TALKING BACK TO MEDICINE: WRITERS AND THE POLITICS OF HEALTH
Undergraduate
It is no secret that health care in the United States is in crisis. President Obama has pledged to work with the nation to rehabilitate our health care system. In this course, we will examine how fiction and non-fiction writers challenge such systems to rethink the notion of health as well as the politics of sickness. The writers we will study take on issues like access to health care, models of illness and healing, medicine and social justice, and others. In this online course, readings, podcasts, wikis, and discussion board posts will help us explore the responsibilities of medicine as well as those of the community in which medicine is practiced, for a socially just and comprehensive understanding of illness, health and healing in the United States. Competencies: H4, H3A, A1D, A1X, A1C. Faculty: Ann Stanford

AI 183
THE 60'S
Undergraduate
The decade of the 1960s was a watershed period in the social, cultural, and political history of the United States. This course will examine the era from a variety of viewpoints in order to promote student understanding and analysis of key movement, episodes and personalities. The course will include investigation of John F. Kennedy's "New Frontier", The Cold War, The Space Race, the Civil Rights and Women's Liberation movements, Lyndon Johnson's "Great Society", the Vietnam War, popular culture, literature, student unrest, and the realignment of traditional political voting blocks. In addition, the course will demonstrate how the decade's music mirrored the changing times. Competences: A1E, A3G, H1C, H2A, H4. Faculty: Chuck DiCola
AI 184
WORDPLAY: DEMYSTIFYING POETRY
Undergraduate
This course sets out to demystify most forms of poetry with particular concentration on poetry composed to be read aloud or performed on a stage, and to allow the student to actually enjoy poetry! The student will be exposed to a great deal of popular poetry and will, perhaps, be a little surprised to find poetry to be accessible. The Oral Tradition, Folk Poetry, Open Mike, performance poetry, poetry read or performed with music or poetry just read aloud, Slam Poetry, rap, song lyrics - all of these often overlapping categories of poetry could be grouped under the title of Spoken Word, and probably, all would be considered popular poetry. The students will be exposed to much of this poetry; Slam Poetry in the home of the National Poetry Slam, The Green Mill, and performance poetry at the Guild Complex and at the Higher Ground Poets. Students will engage in a poetry workshop that is at once sage, gentle, and generous. The workshop will take place in the classroom. Known and not-so-well-known poets will visit the class to read or perform their poetry and students will become poets and read their works in class. Competencies: A-1-X, A-2-X, A-5, F-X.

AI 185
THE BEATLES AND THE CREATIVE PROCESS
Undergraduate
The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. Competencies: A5, H2G, A1X, A3X, S3F. Faculty: John Kimsey.

AI 186
SOCIAL RELATIONSHIPS FROM AN AFRICAN-CENTERED PERSPECTIVE
Undergraduate
This course will utilize an African-centered framework to examine the nature of social interactions within the African-American community. The following topics will be emphasized: female-male relationships, parenting, teacher-student relationships and the role of elders in the family. Students will examine the role of traditional and contemporary culture, racism and oppression in the historical development of these social relationships. Strengths, tensions and possible solutions to alleviate tensions experienced within the examined relationships will be identified and discussed. Competences: H1B, H3H, H3B, A3A, A3F (can also be negotiated for competence in relevant focus areas). Faculty: Derise Tolliver Atta

AI 187
CAREERS IN THE HELPING PROFESSIONS
Undergraduate
This course will help you, the learner, identify which career path best fits your strengths, skills, and interests, as you pursue your desire "to help people" It will also better prepare you for graduate and/or professional training by familiarizing you with the admissions process for various schools in the helping professions (e.g. social work, psychology, counseling, etc.) Competence: FX. Faculty: Derise Tolliver

AI 188
MAKING DIFFICULT DECISIONS: MORAL LIFE IN A MODERN CULTURE
Undergraduate
"It's not illegal." Is this statement a sufficient basis for moral decision-making? Do people have one set of values for their "private life" and another set of values for getting by at work? Is there a "public" morality? If yes, what is its basis? "Making Difficult Decisions" provides a window into the ways that people make some of the most difficult choices in their lives (for example, having an abortion, volunteering for military service or declaring conscientious objection, requesting "Do Not Resuscitate" orders for an ill and aged parent, etc.). The course readings, written exercises, and classroom activities will provide students with a framework that will help them to better understand their own moral decision-making. This framework will also help students to better understand the decisions that other people make. A major focus of the course will be the different moral languages that influence the decision-making of most modern Americans, but which many of us are not able to sort out. The course will also emphasize the role that social institutions play in our decision-making processes. Competencies: A-3-F, A-4, H-3-G, FX. Faculty: Kevin Buckley
AI 189
SOCIAL CONFLICTS OF THE KENNEDY YEARS
Undergraduate
Popular images of the Sixties, think, say, of hippies, Black Panthers, soldiers fighting in Vietnam, protesters working en masse to stop the war--actually correspond to a span of years that stretches roughly from 1964 (when, for instance, the Beatles arrived in the US) to 1974 (when President Nixon resigned from office). This course will look closely at the lead-up to this period, concentrating on American political and cultural history from the late fifties moment through the assassination of President Kennedy in November 1963. We will examine selected events, movements and figures from this period who are key to understanding what came later. Topics to be studied include the Cold War, anti-communism and the atomic bomb; the Cuban revolution; the civil rights movement and Dr. Martin Luther King; the rise of protest singers and soul music; the administration and assassination of President Kennedy; and the beginnings of the USs full-fledged military incursion into Vietnam. We will read essays and excerpts by authors such as Howard Zinn, Frank Meyer, Dr. King, Bettie Friedan, and Barbara Ehrenreich. We will use a variety of learning tools, including lectures, discussions, journal reflections, and film screenings. Competences: H1X, H4 A1X, A3X. Faculty: John Kimsey

AI 190
AFRICAN AMERICANS IN THE ARTS
Undergraduate
The arts provide a lens through which we can more completely see, hear and understand the magic, mystery and challenge of the human experience. The story of African Americans in this country is one of perseverance and transformation. In this course, students will explore how the social, political, historical and cultural journey of African Americans is reflected in the production of art. African Americans have a specific perspective on the American national experience. Where would America be without the artistic contributions of the African American cultural community? Furthermore, how does art make our lives better? Does it? In this course, learners will research, analyze, and define African American art and arts and assess their impact on culture. Arts such as theatre, literature, music, and visual and media arts will be discussed. Students should expect to attend several cultural/artistic events throughout the term. These might include poetry readings, musical concerts, theatre, gallery visits, and other local events. Competences: A1X, H1X, H2X. Faculty: Emily Hooper-Lasana

AI 191
MEXICO 2010
Undergraduate
The year 2010 celebrates the bicentennial of Mexico's independence as well as the centennial of its revolution. In this class we will explore the complexity and diversity of Mexico's 32 states, examine the historical and cultural heritage of Mexico, discuss misunderstandings and stereotypes, and explore the Mexican legacy in the United States, especially in Chicago. The unique relationship as 'sister cities' that is shared by Mexico City and Chicago has resulted in a collaboration that will bring many exciting events to Chicago. Class activities will include visits to the Newberry Library, the National Museum of Mexican Art; Millennium Park for free concerts, the Art Institute, visits to Pilsen and Little Village and other cultural and artistic venues. See also this site (http://www.bicentenario.gob.mx/index.php?option=com_content&view=article&id=935) for more information about the Mexico in 2010 program. Competences: A1D, A1E, H1F, H1G, A5. Can be taken for up to 3 competences. Faculty: Emily Hooper-Lasana

AI 192
IMPROVISATION
Undergraduate
Students will learn the games that form a context with which, or from which, to improvise. Then they will improvise; they will play in their own and in each others' improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. From the engagement in games and their analysis will come the most important outcome: the growth of confidence. Pre 1999 Competence: AL-2, AL-A. BA 1999 Competencies: A-2-B, A-5

AI 193
LANGUAGE AND POLITICS
Undergraduate
The language that individuals and groups use to tell their stories creates their identities. This multi-disciplinary course examines how post-modern language, especially language in media, frames national and global politics and its underlying power relationships. Issues addressed include the politicization of language in the U.S. immigration debate and the role that English as global lingua franca plays in spreading American culture as well as the subsequent effects on self-expression in English among native speakers via political correctness, forbidden speech and code words. Other topics include gender roles, intellectual property rights, and even the overall need for virtually ceaseless verbal stimulation in a media/image driven world. Students will utilize intercultural communication theories to reflect upon their self-identity and its role in defining their relationship to their communities and institutions and will expand outward to understand national and ethnic identities from a global perspective. Students examine current events in the media and the ethical implications language-related biases impose upon discourse while using the Internet to create their own presentation about the topic. Competences: A3C, H2G, H5, FX
AI 194
DOCUMENTARY PHOTOGRAPHY
Undergraduate
Documentary photography emerged in the middle of the 19th century as a means of defining, directing and/or transforming social opinion. From that time forward, photographs have been commissioned with the intention of building consensus for profound social change. Public and private agencies alike have used photographs to make the larger society aware of new thinking about problems such as immigration, poverty, war, political, ethnic or gender injustice. This course will examine the photographic images spawned by various social issues and movements that have affected American social thinking and guided social activism from the Civil War forward. Please note that no prior knowledge of the history of photography or of 19th or 20th century American history is expected nor is a working knowledge of any art-making discipline assumed. Competencies: E1, E2. Faculty: Alan Cohen

AI 195
GENDER AND SEXUALITY IN BUSINESS AND ORGANIZATIONS
Undergraduate
Sexuality, Gender, Power and Organizations: these concepts and their interrelationships are the general focus of this course. Gender and gender relations and their relationship to power have long been deemed to be absent or relatively unimportant with in the study of organizations. The gendered nature of organizations and their management has not been part of dominate mainstream traditions of theorizing on organizational and business activity. Focusing on issues that are well known in our everyday life and work this course deconstructs issues such as affirmative action, gender discrimination, sexual harassment and violence in the workplace and ancillary organizations. Competences: A3D, A4, H2X, FX. Faculty: Kevin Quinn

AI 196
WRITENOW: NATIONAL NOVEL WRITING MONTH
Undergraduate
November has been designated National Novel Writing Month, and over 200,000 participants each year challenge themselves to write a book-length project during this month. As part of this 5-week course, SNL students are invited to earn competence by accepting a similar challenge: Anne Lamott said that the most important ingredient for writing is the act of sitting. During five weeks in October/November, students will focus on this seemingly simple act of the creative process. The focus of the course is on the generation of written material - the quantity rather than the quality. As such, students choose their own fiction or nonfiction writing topic(s) and project for these five weeks, and may use the material they create in a later effort (ILP, AP, etc.) To kick off one session, a group of professional writer panelists will reflect on their own creative processes as they have developed their latest works. Competences: A5, A2X, FX. Can only be taken for one competence. Faculty: Steffanie Triller

AI 197
WHAT WAS GOD THINKING WHEN HE INVENTED THE UNIVERSE
Undergraduate
We are all made of star dust. Find out how and why in this course. The moon is made up fragments of earth. Learn how we depend on each other. All life has been wiped out at least 6 times on this planet. Find out if God really likes us. We humans have only been around for 100,000 years, but we are rearranging our planet big time. Figure out if we know what we are doing. Competences: A4, A3G, H5. Faculty: Staff

AI 198
GREAT AMERICAN SHORT FICTION
Undergraduate
The short story is often thought of as the novel's poor stepchild. Descriptions of the former typically allude to its brevity as proof of its lesser literary value. This course will try to prove that great fiction is not judged by the number of words it comprises, but by its effect on the reader. Evidence will come in the form of short stories selected according to author Richard Ford for their creators' ability to spell out so well for us where daring starts and where it leads, and exactly why it is the pure and indispensable and thrilling call that brings us all to stories. Competences: A1A, A1C, A1D, A5, FX. Faculty: Charles DiCola
Shakespeare changed the English language. So did Winston Churchill, Mickey Mouse, and Ice T. Radio and television have certainly contributed. Some of these changes took years; some materialized over night. The most recent changes in how we communicate, and perhaps the greatest have come from the internet. Email, emoticons, and texting have all influenced our ability to say what we mean, and to comprehend what others are trying to tell us. In this course, students will examine the ways in which these new technologies are provoking alterations in our day to day speech. Spelling is certainly changing. Remember when we wrote through instead of thru? And who writes letters anymore? Through critical analysis of internet speak, learners will acquire skills for assessing the impact of electronic communication on literature. Looking at creativity and creative uses of technology, students will learn how to use electronic means of producing their own written work. Furthermore, students will examine how electronic communication has influenced our ability to be heard in the workplace. This course is a hybrid. Students should expect to use internet sources to complete coursework and to communicate with the Instructor and with one another. Competences: A1X, A2X, A5, FX. Faculty: William Muller

**AI 200**
GUIDED INDEPENDENT STUDY: ARTS AND IDEAS
Undergraduate
Guided Independent Study: Arts and Ideas

LL 250 is a prerequisite for this class.

**AI 201**
IMMIGRATION, MEDITATION, CULTIVATION
Undergraduate
This four-day class (December 10-14) takes place at a Franciscan hermitage and meditation center in Columbus, New Mexico, where students will build a meditation garden for a historic chapel. Each day includes directed work in the garden, together with instruction in various techniques of meditation (yoga, taize prayer, sitting and walking meditation, etc). Evenings are devoted to lectures on immigration issues, culture, and the spirituality of the ancient desert hermits. In addition, students will participate in an interfaith service in honor of Our Lady of Guadalupe, patron saint of Mexico. One-competence class: H-2-H; A-3-G; A-1-B. Fee of $550 covers all expenses except airfare into El Paso, Texas and tuition. Contact instructor for details: pmonagha@depaul.edu.

**AI 202**
AFRICAN AMERICAN LITERATURE
Undergraduate
In this course, students will examine works of literature generated by the African American community. Students will analyze and write about literature using critical techniques requiring them to discern themes and ideas from various works of African American literature. Furthermore, learners will examine characters against the backdrop of community expectation and societal reality, particularly as it relates to the African-American experience. The four required works, notable for their focus on urban life, are as follows: Black Boy by Richard Wright; A Street in Bronzeville by Gwendolyn Brooks; Always Outnumbered, Always Outgunned by Walter Mosley; and Brown Girl, Brownstones by Paule Marshall (optional). Each work examines different social and historical issues, including the struggle and aspirations of African-Americans in a Southside Chicago community in the 1950's, major historical movements in African-American life, Civil Rights, migration, marginalization and the roles of American norms in African American culture. Competences: A1X, A2X, A5, H1X. Faculty: Tacuma Roeback

**AI 203**
DRAWING: LINE, SHAPE AND COLOR
Undergraduate
This class will concentrate on the continued development of the skills necessary to create a drawn composition. Color will be introduced to complement the study of line, space and form. Media will include ink, charcoal, pastel and various types of pencil, including color. Drawing will focus on the forms of nature, especially in plant and landscape scenes, and will allow students to develop rendering skills as well as their own unique means of expression. The learning experiences will include a day trip to the Botanic Gardens, and an intensive drawing seminar of one weekend on location. This time will allow students to use the ready access and solid tranquility of nature as their studio. The weekend will include one night and two days. Some past drawing experience is required: contact the instructor prior to registration via email at mlanterm@condor.depaul.edu or by phone at 773/ 929-7404. When this is a December Term class, you can register for up to 2 competencies. Pre-1999 Competencies: AL-2, AL-3, AL-9 and AL-10. BA-1999 Competencies: A-2-A, A-1-C, E-1, E-2. Faculty: Margaret Lanterman
AI 204
EXPRESSING INDIVIDUAL IDENTITY: POLITICS AND THE CREATIVE SELF
Undergraduate
An examination of personal identity and how it is imbedded in narrative. The course examines novels and non-fiction from a variety of sources to illustrate the formation of political identity. Students write about personal identity by using stories from one's own experience, stories derived from oral history, or stories transmitted from people with whom one has communicated. Students will use one or more of the various forms - short stories, journal, diaries, - to reconstruct stories of personal identity that constitute part of a larger narrative about how citizens understand and communicate the complexities of emotion and ideas connected to politics and political experiences in one's life. Competences: A2A, A3G, H1E, H3I, FX. Faculty: James Brask

AI 205
LEADERSHIP LESSONS IN LITERATURE AND CREATIVE MEDIA
Undergraduate
In this course students will examine issues of leadership and self-leadership as we analyze several short works of fiction and non-fiction, and other creative media including film, plays and music. Students will study authors or various genres along with contemporary political and 20th century historical figures who exhibit leadership qualities that are worth exemplifying. In so doing, students will learn the structure and concepts of the academic research paper. For the research paper students will select a topic that is personally or professionally relevant. The course assumes a basic understanding of grammar and the structure of academic papers. Because students will practice writing and revising academic papers, the course can serve as a gateway to other SNL courses. Competences: A1X, A3G, H1X, H3X. Faculty: Peggy St. John

AI 206
EXECUTIVE & MANAGERIAL ETHICS IN CORPORATE AMERICA
Undergraduate
This class will prepare students who are entering or enhance the skills of those already in the complicated and confusing world of corporate America. The course will look at some of the most historical ethical issues in the world of business (e.g. WorldCom, Enron) and provide students with the tools they will need to become an ethical and successful manager or executive. Competences: A3C, A4, H2A, H4, FX. Faculty: Michael Chachula

AI 207
BEHIND THE RAZOR WIRE: THE LITERATURE OF INCARCERATION
Undergraduate
The United States is the largest incarcerator in the world. Is this because we have more crime? More criminals? In this course we will explore questions about the prison industrial complex and the justice system through the words of incarcerated and formerly-incarcerated writers. We will be looking at poetry, short stories, essays, and memoirs. Employing a mix of discussion, guest speakers, film, class team reports, and close readings of the literary texts, this course will take us on an imaginative journey into a world most of us have few reasons to understand. We will explore questions about the prison industrial complex and the justice system through the words of incarcerated and formerly-incarcerated writers. Competences: A1A, A1D, H5. Faculty: Ann Stanford

AI 208
STORYTELLING: EXPLORING THE ORAL TRADITION IN OUR LIVES
Undergraduate
Everyday we use stories to communicate. This course provides students with an overview of the art and practice of storytelling. Throughout the learning experience, students are encouraged to nurture their voices as writers and storytellers. Students will create and adapt tales focusing on both personal experience and traditional folklore. Storytelling is an oral art form. Students will learn by actively participating in storytelling and critique of story performance. The creative experience in this course will enable students to further their skills in: Oral presentation, story construction, performance, artistic critique and analysis. Students will develop and perform stories from at least three distinct areas, including personal experience, folklore, and history. This class will enhance the work of business professionals, teachers, artists and anyone who is interested in how stories communicate ideas. Competencies: BA-1999, A1X, A2X, A5, H3E. Faculty: Emily Hooper Lansana

AI 209
ETHICS AFTER THE FALL OF ENRON
Undergraduate
The collapse of Enron, the billion-dollar corporate giant, was more than a scandal; it was a modern morality play that brought into sharp relief the competing ethical systems driving free market capitalism in America. This course is an introduction to moral philosophy which will cover the major schools of thought in the field of social ethics from Plato and Aristotle to the present. We will focus particularly on the challenge of Nietzsche's master vs. slave morality to the Protestant work ethic as it has played out in American business. Using the award-winning film by Peter Coyote, Enron: Smartest Guys in the Room, each student will be asked to reflect on the ethical assumptions being brought to the drama and these will then be traced back to their historical roots and examined. In this manner, we will be able to discern our inherited belief systems, and their contradictions, which have fueled the moral crisis and corporate eruptions of the last decade. Competences: H2X, A3X, A4, FX. Faculty: Dr. Rebecca Armstrong
AI 210
THE MINDSET OF INNOVATION: BUILDING YOUR CREATIVITY COMPETENCES
Undergraduate
More than ever we hear that creativity and innovation are essential: to save the U.S. economy, to adapt to a greater speed of change, to advance our own careers. In the 21st century we indeed need to raise a different IQ: Our Innovation Quotient. In this course we'll do just that by drawing water from three wells: 1. Psychological research on individual and collaborative creativity, 2. Organizational innovation case studies and practices, 3. Experiential challenges and personal creative development. Students will explore three key creativity competencies: fluency, flexibility and originality and gain insight into the mindset and practice of innovation required to take on the challenges and uncertainties facing us right now, both personally and professionally. Competences: H3X, L7, A5, FX

AI 211
MEN OF FORTUNE, WOMEN OF CENTS: ANALYZING PRIDE AND PREJUDICE AND THE FILMS IT HAS INSPIRED
Undergraduate
“It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.” Jane Austen must have known something about universal truths. Her novel, Pride and Prejudice, which begins with the sentence quoted above, was first published in 1813. Still in print today, it has also been made into at least eleven movies, four of which were released since 2000, including a Mormon and a Bollywood version. In this class, we will read the novel in the context of the gender and class norms at the time Austen wrote her book and then consider how Austen's exploration of universal truths is reinterpreted in more contemporary film versions of this novel. In exploring Austen's creation and the many reinterpretations of her work, we will use both analytic and creative writing assignments as well as class discussion to examine how context informs creativity and how creativity informs analysis. You most definitely do not need to be a creative writer to take this class. Competencies: A1D, A1E, A1X, A5. Faculty: Staff

AI 212
GLOBALIZATION OF MODERN BRAZIL IN ART, LITERATURE AND MUSIC
Undergraduate
This course will study globalization in Modern Brazil through the representation of race, culture and religion in the arts of Brazil. Particular attention will be paid to indigenous cultures and the influence of Africa on Brazil. Can be taken for up to 3 competences. Competences: A1A, A1H, A5, H5. Faculty: Polly Hoover & Michael Reynolds.

AI 213
CULTURAL BRIDGES: ART BEYOND THE WEST
Undergraduate
“Cultural Bridges: Art Beyond the West” is intended to provide students with an overview of the visual arts and architecture of the people of China, Japan, Africa, India, the Americas and Oceania. Emphasis will not be placed on learning names, dates and titles, but instead, on understanding how each culture reflects the religious beliefs, myths and creative expressions of the people with the sole purpose of building bridges to cultural understanding. The course will include illustrated lectures, research, discussions and visits to museums and galleries in the Chicago area which house non European works of art. Competences: A1B, A1X, A5, H1E. Faculty: Phyllis Kozlowski

AI 214
ETHICS IN BUSINESS
Undergraduate
This course is about doing the "right thing." To some degree, laws dictate what is right or wrong. But you can perform an act that is perfectly legal, but is morally wrong. Does one out weigh the other? In this course the student will find the answer to the question, "Why should one be ethical?" We will focus on ethics from an organizational and personal perspective and discuss some of the common problems associated with both. We will discuss philosophical and psychological approaches to solving some of these problems. Competences: A3X, H3X, FX, A4. Faculty: Linzy Waters
AI 215
FILM NOIR
Undergraduate
The term ?film noir? refers to a group of Hollywood movies, most of them made in the late 40s and early 50s, which share some or all of the following features: a distinctive visual style emphasizing darkness, shadows, high contrast images, and off-kilter camera angles; a labyrinthine plot revolving around crime, usually murder; a set of character types including the hard-boiled male detective, the dazzling, predatory femme fatale, the remorseless criminal, the struggling victim, and the ordinary person who has -- through bad choices, a momentary slip or a simple twist of fate --? gotten in way over? his/her ?head?; relationships, often erotic, which are obsessive and beyond the bounds of propriety; a vision of the modern metropolis as a maze of ?mean streets,? dark alleys and glaring neon signs; and an attitude of resigned cynicism about a world of corruption where every move seems to spell doom. Despite this, noir films are also full of repartee that sparkles with wit, innuendo and hip-sounding slang. And of course, everybody smokes? all the time. In this course we will screen and discuss select noir films and develop skills of viewing and analyzing them closely. Highlighted topics will include the concept of genre in film; the relationship of genre codes to creativity; the dynamics of form and content; the tension between commerce and art; the auteur theory; psychologies of the divided self; representations of masculinity and femininity; and the question of what these films say about American society, post-World War II. Competencies: A1D, A5, A1X. (may be taken for only one competence). Faculty: John Kimsey

AI 216
PHOTOGRAPHY AS ART IN THE MODERNIST ERA
Undergraduate
Why is it that certain 20th century photographs from amateur, commercial, documentary or news sources are now studied and have become collectable as art? In most cases their makers did not see themselves artists. The ones who did often struggled to define what their machine-made picture medium uniquely had to contribute to a changing and increasingly mechanized secular world. Their answers and those of later arbiters reads like a chronicle of Modernist thought. Indeed this class might be termed a history of Modernism as expressed through five distinct periods (or themes) within 20th century art photography. Abstraction, a 20th century invention in the visual arts, does have a component in art photography. These we will study. But most photography we would call creative including those from the time period 1918-1977 is solidly connect to realistic presentations from life and provide their viewers a lens for societal interpretation. They will be our main area of study. Although primarily a study of 20th century Modernist photography, the class will also examine the logic of an earlier artistic model from the Pictorialist Era. Likewise in the final weeks, we will examine some recent works and re-readings of older photographs using criteria of Postmodernism. Two field trips will be scheduled: The Art Institute of Chicago and The Museum of Contemporary Photography (Columbia College). Competences: A1X, A2A, A3E, A5, S3E. Faculty: Michael Boruch

AI 217
MINDFULNESS MEDITATION
Undergraduate
Mindfulness meditation provides many different ways to broaden our awareness of the world around us, heighten our powers of concentration, deepen our understanding of our experience, and cultivate creative and transformative ways of being in the world. Many approaches to mindfulness meditation draw on ancient religious and spiritual traditions from around the world. So mindfulness meditation is compatible with and can enhance whatever religious or spiritual commitments you may have. But mindfulness meditation does not require religious or spiritual interpretations. It can be practiced as a very powerful path to becoming a creative, healthy and effective adult. In this course, you will learn what mindfulness meditation is and various ways in which it can be practiced. We will explore in particular how mindfulness meditation can enhance creativity, address the ethical challenges of contemporary life, and foster collaborative learning. Class sessions will involve extensive practice in mindfulness meditation, listening and dialogue. You will be expected to maintain and reflect on a daily mindfulness meditation practice for the duration of the course. Competences: A3X, A4, A5, L7. Faculty: Michael Skelley

AI 218
IMPACT OF NONGOVERNMENTAL ORGANIZATIONS LOCALLY AND GLOBALLY
Undergraduate
In a world characterized by polarization and fragmentation, how can solidarity be built? This course explores the role and impact of international nongovernmental organizations (NGOs) within different countries and across countries. Students will take a systemic approach in analyzing the country contexts within which NGOs operate, considering various factors – historical, political, ethical, social (cultural, religious), economic, and environmental. They will examine how effectively NGOs with their distinctive missions and values are able to operate within these country contexts and accomplish their mission. Students will investigate the local and global impact of one NGO in addressing a particular issue or problem in one or more countries. Competences: A1B, A3C, H5, H2B. Faculty: Barbara Kraemer, OSF
The course will examine the architecture and context of the sacred spaces of the ancient and medieval world. Different perspectives will be used to study the spaces, including art historical, historical, anthropological and religious. This class will look at how sacred spaces are affected by a variety of factors in each society. These include the religious and social beliefs of the society, the availability of materials, the technical skills of the artists and builders and the world view of the people. Students will also consider how these issues are manifested in our own culture and how they are seen and experienced in their individual lives. The class will use multimedia resources to experience the monuments more fully. Competences: A1E, A1G, H1F, H2E. Faculty: Catherine Zurybida

This course addresses the question, ?What is the role of thought and emotion in personal experience?? and attempts to answer it through a series of experiments in creative writing, observation and self-reflection. Drawing upon a wide range of controlled studies, like the ones described below that suggest the possibility of a causative function in emotions and their correlative belief systems, students will examine their own inner and outer worlds and find where they meet. Competences: L7, A2A, A5, S2D. Faculty: Rebecca Armstrong

This pioneering course will provide SNL students with the first opportunity to travel and study in South America. Cartagena, Colombia is the destination. Cartagena is one of the most visited cities in Colombia and a must see city in South America. Considered by many as one of the world's most beautiful, fascinating and romantic cities, Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, spectacular natural areas, and a vibrant nightlife. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. You will be immerse in the culture, history, and leisure practices of Colombia enabling you to develop a greater understanding of the role of leisure in improving and protecting our global community. This is an excellent opportunity to earn academic credit while traveling to a warm climate during the Winter Intersession: November 30th thru December 13th. The competencies offered are A-3-D, H-5, S-1-X, L10, L11. For more information contact Dr. Dan Hibbler at dhibbler@depaul.edu or 312-362-5275

We are living in a world of constant change, a world in which change is often viewed as the only constant. When we think about change we typically are talking about incremental change. This course will explore a much more difficult change process: the process of deep change. The primary focus of this course will be to examine the values, goals, and operating methods of the internally-driven leaders engaged in the process of deep change: the transformational leaders. The course is designed to give students a practical understanding of the ways in which transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformation leaders who have pursued the vision of deep change. Multimedia activities will include small and large group discussions and presentations, research, report writing, and video and audio tape presentations. Faculty: Greg Gilmore

The pen is mightier than the sword. Why do authors take the time to write down their objections to society's conflicting ideas about life? What impact can words, rather than arms, actually have? In this course, students will examine the work of various authors who have felt the need to express their opposition in writing. As well as the work of those who have emerged as leaders because of their historical opposition to the status quo. What has inspired resistance movements? Much has been written about independence movements of the early to middle Twentieth Century, their significance in providing both spark and fodder for resistance movements all over the globe, including the Black Power Movement and the Feminist/Womanist Movement here in the United States. Now that the 21st Century is here, what does resistance mean and how do people empower themselves for the current and pending moments when identity politics, poverty and racism are as prevalent as ever. This course will offer students the basic knowledge and tools to understand the historical contexts for many political, economic, and social justice issues affecting people, especially women in the Twenty-First Century. Students will be able to identify and distinguish various forms of political resistance and societal oppression, and will acquire the vocabulary to discuss these moments and their impact on contemporary politics. Competences: H5, A1X, H1X, A3X. Faculty: Emily Hooper-Lasana
WHAT IS JUST?
Undergraduate
Is it fair that our tax dollars support the uninsured? Should we punish those with limited capabilities who hurt us? Is it just that my colleague is rewarded for my work? Is the Iraq war a just war? In this class, we look at these questions (and more) of justice in ancient and modern literature and philosophy. Our readings will include: the Code of Hammurabi, The Bible, Aeschylus' Oresteia, Sophocles' Philoctetes, selections from Plato's Republic, Dostoevsky's Crime and Punishment, Euripides' Medea, Toni Morrison's Beloved, selections from Jonathan Swift's Gulliver's Travels, Margaret Atwood's The Handmaid's Tale and various handouts (Rawls, Kant and others) from the instructors. Competences: A1D, A1A, A3G, A4. Faculty: Polly Hoover. May be taken for a maximum of three (3) competencies.

GREAT MUSIC IN CHICAGO
Undergraduate
Welcome to "Great Music in Chicago"! You don't have to have any kind of background in music to take and enjoy this course. The course introduces people to three of the most exciting and rewarding institutions in Chicago music: the world-famous Chicago Symphony Orchestra at Symphony Center downtown; the fabulous training orchestra of the Chicago Symphony Orchestra, known as the Civic Orchestra, also downtown; and live top-name jazz at the Jazz Showcase. We learn the background of these institutions, the nature of the arts they perform, and the terms used to describe and appreciate those forms. Most importantly, we experience, in person, the great music that they play! Competencies: A-1-A, A-1-C, A-3-D, H-2-F. Faculty: Joseph Cunniff

ECOLOGY, THE GIFT ECONOMY, AND OUR SEARCH FOR A LIVABLE WORLD
Undergraduate
In this course we will focus on different economic, cultural, and ethical paradigms of `nature? and `economic relations.? We will place the notion of a `gift economy? at its center, comparing it with the predominant notion of the `exchange economy.? The logic of `gift giving? implies distributing goods and services according to needs, placing a high social value on carework and on the ethics of care. The logic of exchange transforms giving as a direct response to needs into giving in order to receive its equivalent in return. By exploring the many ways the `exchange paradigm? dominates our thinking, acting, and relating to each other and to the natural world, this course will investigate how the `gift paradigm? has been practiced by different populations and different cultures in the past, where it is still alive today, and what it teaches us about creating a livable world, one that is guided by an ethics of care and environmental justice. Competences: A3X, A4, H5, S3X

VALUES BASED LEADERSHIP
Undergraduate
Who are values based leaders? How can we differentiate who a values based leader is and who is not? How can we explore what our personal values are and how these values influence the leaders we are or can be? Values based leadership includes both process and outcomes. Although in this course we will study various historic and modern day leaders, such as Moses, Jesus, Gandhi, Martin Luther King, Evita, Richard Daley and others, the most important work we will do in this course is learn that it is people showing leadership in everyday tasks of everyday life that in the long run will make the world a better place to live. We will learn that moral values and leadership come from within, therefore if we want to make an impact on the environment that we live in we must have a better understanding of who we are and what we believe in. In this course we will use various texts, videos, engage in small and large group discussions and spend some time in self reflection in order to explore values based leadership and the leadership potential within all of us. Competences: A3A, FX, A4, H3X. Faculty: Christine Hayda

FOOD AND IDENTITY
Undergraduate
Food is a component of individual identity. In this course, students reflect on and research their personal food histories from multiple perspectives. Students explore the connection to family and the impact of ethnicity, nationality, race and socioeconomic status on food selection, preparation and consumption; the connection of foods to socialization, holidays and gender roles; and the connection between food trends such as shifting definitions of "healthy eating" and the influence of corporate agriculture with the choices individuals make to cultivate tradition or redefine their food legacy. As a result of participating in this course, students gain insight into their own food experiences and appreciation for those of people from different backgrounds; document a personal food history; and understand the influences on their own food choices. Competences: A3A, H1E, H3B. Faculty: Rebecca Russell
AI 229
CONFLICT, COLONIALISM AND COMMERCE: ENCOUNTERING THAILAND AND ITS NEIGHBORS
Undergraduate
Southeast Asia experienced enormous changes in the last century. Thailand is justifiably proud of its beautiful beaches and its status as the most popular tourist destination in Southeast Asia. It is also proud of being the only country in the region never colonized by foreign powers. This did not happen because of luck but due to a series of complex political negotiations a century ago, at a time when all of Southeast Asia was in turmoil. This course asks students to consider these and other questions as they encounter communities in Thailand which have remained virtually untouched by the developed world. Drawing on local resources, students will gain valuable understanding of some of the minority cultures in the region and their tenuous relationship to the dominant ‘host’ culture. By engaging with present-day Thailand, participants will also gain insight into its rich and complex past. Through visits to cultural centers and interactions with local people, participants will experience life among ethnic groups in the Chiang Mai province such as the Long-Necked sub-group of the Karen people, as well as in the border regions of Cambodia and Burma (Myanmar). These travels will be followed by a visit to Bangkok hosted by DePaul’s partner institution, Assumption University. In Bangkok, we will experience its modern and ancient faces culminating in cultural activities with DePaul alumni living in Thailand. Competences: A1X, A3X, H1X, H2X, H5, E1, E2, L10, L11. Contact Dr. Susan McGury at smcgury@depaul.edu or 312-362-6736 for more information.

AI 231
THE MEANING OF WORK
Undergraduate
What is work? Does our work alone give us happiness? How is creativity connected to our work? Why do we make things? How is our self-worth tied to our work and to the things we produce? This course examines these questions and the tensions between work and leisure activities, between craft and technology in modern times, between mass production and handmade articles, and between techniques and materials. It is a hands-on lab class that emphasizes techniques and materials which enrich our understanding of work and its production; it also focuses on creativity in the 21st century and the tensions between mass production and handmade materials. Can be taken for up to 3 competences. Competencies: A5, A1F, A1H, A2C, S3A. Faculty: Dan Galemb & Polly Hoover

AI 232
THEATER IMPROVISATION
Undergraduate
In this course we will play on the classroom stage as we might have played on the playground as kids. The difference between these forms of play is one of degree rather than one of kind. A theater game provides a structure in which we can play spontaneously. In other words, we improvise. Improvisation aids in the developing of public speaking skills and comfort and confidence as well as other social and theatrical skills. May be taken for only one competence. Competencies: A2A, A2X, A5. Faculty: John Starrs

AI 233
GAIA: THE EARTH MYTH
Undergraduate
Among the world’s great myths are many which embody cultural wisdom about the relationship of humanity to the planet it inhabits. This class examines a number of exemplary myths in order to compare and contrast visions of human/natural interaction. Myths from Japan, Ireland, Native America, Africa and classical Greece will be among those studied. Students will be asked to compare one to the foundational myth of their own culture. Competencies: A3E, A5, A2A, H1E. Faculty: Patricia Monaghan

AI 234
CHRISTIANS, MUSLIMS AND JEWS IN MEDIEVAL SPAIN
Undergraduate
This course will study “la convivencia” or how Muslims, Jews and Christians created a culture of tolerance in Medieval Spain. It will explore the contributions of each culture to the sciences, arts and literature that have had an impact in contemporary society. Finally, it will examine the reasons why this world tragically vanished and the lessons to be learned from this. Truman Bridge course. Can be taken for up to 3 competences. Competencies: A3E, A1X, H1A, A5. Faculty: Polly Hoover & Ella Lopez
AI 235
THE DRAMA OF THE COURTROOM
Undergraduate
Trials are often the apex of legal proceedings, the dramatic moment where justice and truth hopefully come together. They are also fraught with a significance that often goes beyond the facts of the particular case being decided and reflect the hopes, fears, dreams and divisions of the broader community involved. The Rodney King and O.J. Simpson trials are two such modern examples. We will begin by discussing the various meanings attributed to trials throughout history. However, the major focus of the course will be to read plays in which trials occupy a central place. Possible titles include ?Twelve Angry Men,? ?To Kill A Mockingbird? and ?The Crucible,? Depending on the competence for which you are registered, you will analyze and evaluate the system of justice portrayed in each play, the protection afforded the accused and the playwright?s creative process in bringing the particular trial to life. We will accomplish these tasks through essays, class discussions and reading scenes. We will also go to a couple of Chicago theaters, view some plays and discuss what we have seen in light of what we have studied in class. A1D, A5, H1D, FX. Faculty: Fred Wellisch

AI 236
ONE WORLD: GLOBALIZATION IN HISTORICAL, LITERARY, AND PHILOSOPHICAL PERSPECTIVE
Undergraduate
In this course we will review the history of the idea of a united, confederated, or culturally interconnected world-community - tracing it from its earliest beginnings in myth, prophecy, and imaginative literature to its current practical incarnation in the form of the world as we know it today (a world of free-trade treaties, international corporations, instant communication, increasing cultural homogeneity, rapid transportation, and an edgy, suspicious opposition between traditional cultures, each anxious about preserving its identity in the new global order.). The course will conclude with a modest attempt to glimpse and assess the likely future path and consequences of globalization while maintaining a primary focus on the moral, economic, and political issues at stake. Competences: H1X, H5, A1X, A3X, A4, S3X, FX. Faculty: David Simpson

AI 237
MULTICULTURAL DISCOURSE: THE RHETORIC OF OUR COMMUNITIES
Undergraduate
In this 10-week course, students will identify, analyze, compare, and write rhetorical works that demonstrate cultural values in different communities. The course will also have a foundation in community-based learning, wherein students will spend time outside of class working with a community partner to focus on cultural development, awareness, and support in Chicagoland. Competences: A1B, A2X, H1B. Faculty: Kathryn Wozniak

AI 238
THE RIGHT TO SPEAK: EFFECTIVE INTERACTION IN THE WORKPLACE AND IN THE WORLD
Undergraduate
In this class, the students will master skills for effective interaction in everyday communication as well as in public speaking. The skills of sound production, as well as the different formats of public speaking and the different communications needs they present, will be explored. This course will provide skills in strengthening the articulation muscles to produce clear and precise sounds. The skills thus obtained will allow you to explore effectively and take ownership of your voice. These skills are needed in ordinary everyday communication, and most importantly in your professional career, whether it is business, teaching, broadcasting, public relations, politics, human resource, customer service or sales. Competences: A2X, FX, H3E, L7. Faculty: Janet Louer

AI 239
TRANSPERSONAL PSYCHOLOGY: A WHOLISTIC APPROACH TO HEALING
Undergraduate
Transpersonal psychology differentiates from other schools of psychology by defining health as the full expression and integration of the physical, mental, emotional, spiritual, and social aspects of human beings. This course provides an introduction to the basic theory of this more expansive model of psychology, explores the meaning and implications of spirituality and health, and offers students an opportunity to assess their own level of wellness according to the transpersonal model. Learning methods will include lectures, group discussions, and assignments in selected course readings. Self-assessment exercises will include guided imagery, meditation, dream work, self-selective journaling, and other transpersonal methods. An integrative paper is required. Competencies: A-3-B, H-3-F, S-3-B. Faculty: Carol Friedman
AI 240
ITALIAN AMERICANS IN FILM AND LITERATURE
Undergraduate
This course will address the roles Italian Americans have played in the cultural development of the United States from the mass immigration of the end of last century to the present, and the subsequent friction between Italian American lifestyles and the values of the dominant American culture. Students will read and analyze fiction by Italian American writers from a range of materials including the well known works of Mario Puzo and Gay Talese, and the less commonly appreciated short stories of Helen Barolini. Films which deal with Italian American issues and modes of living will also be discussed. Film discussion topics include immigration, assimilation, religion and society, and the concept of home among Italians and Italian Americans. Students will examine how history shapes culture, and how ancient ideas influence our ability to analyze problems in the new world. Pre-'99 Competencies: AL-1, AL-H, HC-1, AL-3, HC-C. BA’99 Competencies: A-1-D, A-1-E, H-1-E, H-3-B. Faculty: Betta LoSardo

AI 241
WRITING MOJO
Undergraduate
Blending critical thinking with creative thinking is where the Mojo happens in writing. The goal of this class is to help students produce works of creative nonfiction that are academically sound as well as reflective and captivating. It integrates research, personal/social relevance, and creative expression. This course could be taken as a companion to Advanced Elective, Advanced Project, Externship or Research Seminar, since the final product can be designed to comprise all or part of the written component of those courses. Competences: A5, A1C, A1D, H1A. Faculty: Rita Leganski

AI 242
THE FILMS OF WOODY ALLEN
Undergraduate
This course uses the films of Woody Allen to explore the distinctive aspects of the filmmaker's world view, his attitudes about women, and his influence by and upon American popular culture since the 1970s. The class features weekly film screenings, discussion, and projects. Competences: A-1-D, A-5, H-2-G, H-3-B. Faculty: Michele Savage

AI 243
LAUGHING MATTERS
Undergraduate
Humor, Creative Positive Energy, and Wellness are prized and culture-wide, yet are rarely understood clearly or analyzed systematically. In this course, students will trace Early Humor Development; continue through the Ages along the Path of Humor, to the 7Street? and how it helps keep us Human. Via Case Studies, students will define and discuss several Humor types, effects and styles, and how they can enrich, strengthen, and heal. The Class will tentatively explore Chicago’s rich Improv-Comedy spaces (Compass Players, Second City, Green Mill Tavern, Andy’s on Hubbard, Kingston Mines, Comedy Clubs, Poetry Slams, and others). Students will concentrate on Basic Precepts of Humor, such as: Physical, Mental, Gender, Political, Social, Satire, Connections/Disconnections, Relevancy, Timing, Repetition, Unusual Mannerisms, Unusual Voices(s), Scale, and Volume. We will review various Humor concepts and models, including early instructional/educational, bio-psychological, birth order, special talents, and socio/community-based theories. We will also analyze Humor conditions in the artistic expressive domains of Art, Architecture, Music, Literature, Science, and Invention. We will profile various types and timing of identifiable Humorists (such as Billy Crystal, Bob Newhart, Steve Allen, Bernie Mac, Lucille Ball, Charley Chaplin, Richard Pryor, Lily Tomlin, Steve Martin, Chris Rock, David Letterman, Whoopie Goldberg, Carol Burnett, Jonathon Winters, Judi Drench and others). Humor will be reviewed over successive life stages and illness affecting the comedians, as well as others. As a result, students will find Humor through divergent thinking, insight and development strategies to incorporate Humor in their academic, occupational, and personal roles. Competences: A5, A1X, A2A, H3X. Faculty: Tim Hill

AI 244
CATHOLIC SOCIAL ETHICS
Undergraduate
Students in this course will learn about ethics by examining the shifts in Catholic ethics during the twentieth century and by comparing and contrasting Catholic social thought with conventional wisdom. Students will study what church leaders and theologians are saying today about human dignity and human rights, about the common good and our individual and collective moral responsibility and this will be contrasted with Catholic teaching a century ago as well as with the conventional order (the dominant ethical perspective on social issues today). We will consider the dynamics of power and justice in America from the critical perspective of the tradition of Catholic social justice, examining the tradition of Catholic social teaching emergent late in the 19th century and spanning the 20th century: labor rights (trade unions, just wages, safe working conditions), religious freedom, racism, a consistent ethic of life, liberation theology, war and peace, economic justice, sexism, ecology. We will discuss Catholic social teaching in the context of the religious pluralism and American public life. You may register for only one competence. Competencies: A-4, A-3-C, A-3-F, H-2-X. Faculty: Kevin Buckley
AI 245  
PERFECT WORLDS: UTOPIAS IN LIFE AND ART  
Undergraduate  
What would the world be like if you could do a full makeover? How would you like life to be for you personally and what would you like to see institutionally? How should the world be governed? Who should care for children? How should housing be arranged? How should work be structured and valued? What is the role of religion and spirituality? Utopias? are attempts to create in a unified vision the perfect answer to these questions. They have been written about and attempted for centuries. But no two have been the same. We will examine how others have envisioned a perfect world and reflect upon our own preferences. We will look first through the lens of Utopian literature commencing with Sir Thomas Mores? Utopia (1515) and then at the landscape of several Utopian experiments. We will discuss the merging of scientific and philosophical analysis in the 19th and 20th centuries that led to a revived and animated focus on the potential perfection of human societies from Saint Simon to Marx. And then we will look at the great Utopian experiments of the 19th Century, the Transcendentalists, Owenites, Mormons and Shakers. We will look at the concepts and pitfalls of Utopias as a set of philosophical questions about shaping the future of human societies. Utopian thought helps as to focus on the critical and often unarticulated issues at stake in social planning. It raises provocative questions for those involved in civic professions, as well as for armchair philosophers and futurists. 
Competences: A3X, A4, H1X, H2X. Faculty: John Starrs

AI 246  
CLOTHING, FLESH AND BONE: THE HUMAN BODY ABOVE AND BELOW THE SKIN  
Undergraduate  
This course examines the human body in all its aspects. Topics include: the religious body, the body in medicine and science, the cyber body and other technologies, the presentation of self/class/gender/culture/race through the body, the body as art and the images of the body in art. We devote 25% of the class to hands-on project work in the art studio and another 25% spent at the Art Institute, the Field Museum, and the Museum of Science and Industry. Competences:A1A, A1X, A2A, A5, S3A  Bridge course.

AI 247  
STAGE IMPROVISATION AND GAME PLAYING  
Undergraduate  
Improvisational comedy is social commentary or personal expression made immediate by spontaneous dramatization. Students will learn the games that form a context with which, or from which, to improvise. Then, they will improvise; they will play in their own and in each others’ improvised sketches. They will learn to solve problems, find metaphors and examine improvisation as an excellent tool with which to monitor the process of learning. Additionally, students will acquaint themselves with the history of this freest of forms. From the engagement in the games and their analysis will come the most important outcome: the growth of confidence. Competencies: A1X, A2A, A3D, A5 FX, H3E. Faculty: J ohn Starrs

AI 248  
BOB DYLAN’S BACK PAGES  
Undergraduate  
During the 1960s, Bob Dylan produced a body of work that has, for forty-odd years, been widely regarded as extraordinary. Dylan made his mark as a new kind of songwriter, one who eschewed Tin Pan Alley professionalism in favor of rootsy grit and rhapsodic versifying; as a singing star who made a virtue out of not having a ?good voice? or a pretty face; and as a performer who, in both live and studio settings, could charm, inspire and outrage audiences (sometimes all within the span of the same few minutes). In addition, Dylan’s sixties music was adopted by political activists and bohemian youth as the soundtrack of social change, such that, in the words of critic John Rockwell, ?his albums . . .defined a community?. Meanwhile, Dylan cheekily described himself as just ?a song and dance man? and soon traded the role of generational spokesperson for a series of enigmatic personae that called into question many of the assumptions informing popular, high and mass-media culture of the period. In this course we will examine Dylan’s sixties output closely and in cultural context. Moreover, we will use it as a lens to focus on questions such as: What is ?folk? music and can it exist in a consumer culture? When we call certain musical sounds, gestures or textures ?authentic?, what do we mean? Can popular music be a vehicle for politics? Are rock lyrics poetry? Can you tell the truth through a mask? Along the way, we will encounter thinkers, poets and pickers such as Woody Guthrie, Oscar Wilde, Hieronymus Bosch and Blind Lemon Jefferson. We have Bob Dylan to thank for making a syllabus like that possible. Competences: A1X; A3X; A5; H4. Faculty: John Kimsey

AI 249  
AFRO-AMERICAN CULTURAL HISTORY  
Undergraduate  
From the days of slavery to the present, the cultural contributions of the African-American in the areas of literature and folklore, music, art, and theatre have helped shape and define the American identity. The impact of their creativity on American Life has been, has been and continues to be, far-reaching. This course will illuminate the cultural history of the Afro-American. It will follow a lecture/discussion format, using slides, recordings, and selected readings. In addition, students will supplement their learning through individual research and documentation of approved topics.
AI 250
CHINA: CHANGING ROLES OF INDIVIDUALS
Undergraduate
For two millennia, the philosophy of Confucius (551-449 BCE) had provided the moral and intellectual basis for the roles of individuals and the educational system in Chinese society. In the formative years of the current Communist regime, a serious attempt was made to rid China of its cultural foundation, which was exemplified in Mao’s Cultural Revolution (1966-1976). With the recent economic development in modern China, the study of Confucius School is back in vogue, with the full backing of the current government. This course will introduce the students to the basic teachings of Confucius and evaluate how they define individuals and their roles in society for more than 2000 years. A flavor of the Chinese Cultural Revolution and how individuals were treated during that period of political persecution and chaos will be obtained through readings and video clippings. The course will also examine the comeback of Confucius ideology to the mainstream and compare the current Chinese educational system with our American system. Through class discussions, students are encouraged to explore the function of education in preparing the roles of individuals in society and how globalization today is changing them both in China and the U.S. Competences: A1D, A3F, H2E, H5, FX (with Faculty Mentor approval). Faculty: Jennifer Hou Kwong

AI 251
F.A.I.L.: FUNDAMENTALLY, ABSOLUTELY, INTEGRAL TO LEARNING
Undergraduate
Do you ever feel as though ?FAIL? is a four-letter word? Is ?FAIL? one of those bad words that you were taught never to say? Is it a word you dare not experience? Do you go through life trying to avoid this four-letter word at all costs? If so, is there a dream, a value or a vision for your life that your fear of failure has prevented you from achieving? If you answered yes to any of the above questions, then this is the course for you. In F.A.I.L. (Fundamentally, Absolutely, Integral to Learning), you will learn to develop a new, more effective relationship with failure. As John Maxwell notes in his book Failing Forward, we are not properly taught to effectively fail. In most circumstances the only thing we learn about failure is that it is something that must be avoided. And yet success, in most occasions, cannot be attained without experiencing failure along the way. FAILING FORWARD IS INTEGRAL TO SUCCESS. It is our fear/avoidance of failure, and thus our inability to learn from our failures, that prevents us from reaching our full growth and potential. Instead of offering more ways to avoid failure, in this class you will learn to see and use failure as a stepping stone, rather than a roadblock, to success. You will learn to fail effectively by defining and redifining failure, you will explore the most common ways people attempt to avoid failure, you will develop a new relationship with failure (failure as an ally), and finally you will practice failing forward. Learning to fail forward will help you become a more effective leader, will enable you to enhance your creativity, and it will ultimately allow you to fully pursue your values and dreams. Competences: A1D, A5, FX, H3X. Faculty: Michael Mecozzi

AI 252
ETHICS FOR TODAY’S SUCCESSFUL BUSINESS MANAGER
Undergraduate
This course will provide students with a foundation that will help them deal with ethical issues arising in business today. It will first provide an overview of where ethics fits within philosophy, examine some of the important ethical frameworks, and describe how to apply them. It will then describe ?best practices? for how companies and managers can excel in today’s business climate, and illustrate them via relevant corporate examples. All of this will provide students with the skills they need to deal with ethical issues as managers. Competences: A4, A3C, H4, FX. Faculty: Clifford Ratza

AI 253
SCULPTURE IN CHICAGO
Undergraduate
Chicago is a city resplendent with exciting and diverse sculptures. This class will visit and explore many of our world famous sculptures, and discuss them in terms of their ideas, history, and form. Through a walking tour of Chicago sculpture, students will learn the vocabulary of three-dimensional form. Lecture and class discussion will provide an overview of sculpture history and three-dimensional design concepts. Students will find that the sculptural processes are accessible and will have the opportunity to create their own sculpture. Competences: A-1-C, A-2-A, A-5.

AI 254
WRITING ABOUT NATURE/ECOLOGY
Undergraduate
Many Americans have sought to return to nature to attain inner harmony, to seek inspiration, or to discover the place of humankind in a larger context. These nature-lovers have produced a wealth of writing. Students will examine a wide range of American nature writing. They will also spend time in natural settings accessible to Chicago. Through a number of writing exercises, students will experiment with different forms and purposes of nature writing. These writings will be read and discussed in class, and class members will formulate their views on the return to nature and nature writing as meaningful leisure activities. Students will demonstrate proficiency in chosen competencies through oral and written reports. Pre-1999 Competencies: AL-2, AL-4, AL-C. BA-1999 Competencies: A-2-A, A-3-D, A-1-D. Faculty: Nancy Freehafer
AI 255
SELF EXPLORATION: INSIDE OURSELVES, OUTSIDE WITH OTHERS
Undergraduate
Exploring the self can be a very personal and satisfying experience, but can also provide clues as to how you interact with others, accomplish daily tasks and become a more happy, productive and respected individual. This course guides you through a self reflection process in a collaborative learning mode where you will learn about yourself, share the process with a learning partner and observe the trends and conclusions of the class. This course will operate in a unique blended format with three required meetings which will link students in the classroom to other students taking the course online in a synchronis chat format. You will have the option to attend either on campus or online for the scheduled meetings. Competences: L7, A3X, H3X, S3X. Faculty: Kenn Skorupa

AI 256
THEATRE AND SOCIETY
Undergraduate
"The plays the thing,” said Shakespeare’s Hamlet, and this is certainly true, for the drama--from Oedipus to A Raisin in the Sun, and works before, in between and beyond, has served as a lens through which we can see the myriad dimensions of the human experience and the values that we humans have embraced at different moments in time. This course will thematically explore changing views of society as it has been illuminated in the drama over centuries. Students should leave the course with a greater awareness of the complexities of the human experience, as well as an enhanced appreciation for the contributions of key figures in dramatic history. Through the examination of themes and ideas presented in assigned texts, students will examine form, content, and stylistic aspects of drama. Students will read and discuss plays, view films, and walk around selected scenes in class. In addition, students will present oral and written reports and/or research papers depending on their registered competence(s). attend at least one assigned live theatrical performance, as well as participate in large and small group discussions. Students should leave the course with a greater awareness of the complexities of the human experience, as well as an enhanced appreciation for the contributions of key figures in dramatic history. Pre-1999 Competencies: AL-3, AL-C, HC-2. No negotiated competencies please. Faculty: Deborah W. Holton

AI 257
IRELAND: ARTS, LAND, PEOPLE
Undergraduate
This travel-study course brings students to one of Ireland's most renowned arts festivals, to explore the ways in which cultural identity is expressed and supported by the arts, as well as how land and landscape impact culture and are expressed in the arts. This ten-day study tour introduces students to questions of globalization of culture vs. traditional/indigenous cultures; cultural tourism; roots of art in society; the role of the artist in society; community-based vs. elitist arts; landscape and its impact on arts; impact of arts in education; environmental issues in economy and the arts. Competences: L10,11 (Externship), E1, E2. Faculty: Patricia Monaghan

AI 258
GLOBAL MOVEMENTS IN THEATRE: MODERN, AVANT-GARDE, POSTMODERN AND CONTEMPORARY TRENDS
Undergraduate
From Broadway to Bombay, theatre is reaching millions of people. Be a part of this illustrious group and explore amazing theatre productions. Experience ethnic theatre, theatre for justice, grassroots theatre, and Broadway theatre, too. Investigate why plays are linked to socio-, cultural, and historic movements. This course explores theatre practice and theory from 1850 to the present. Topics include the rise of independent theatre, play censorship, popular entertainment, avant-garde theatre and contemporary theatre. Through readings of dramatic literature, viewing of video and attendance at live performances, this course examines eclectic forms of global theatre, linking current practice and theory with enduring theatre traditions. Reading and in class videos encompass a diverse selection of eastern and western plays. Included in this course are engaging field trips to local theatres to view live theatre performances. Get theatre in your life this term! This class is 75 percent face-to-face and 25 percent online. Meets at both Wright College and O'Hare Campus. Competences: A1X, A5, A3X, H1X. Can be taken for up to 3 competences. Faculty: Patrizia Acerra
AI 259
WORK IN THE FUTURE: HOW SCIENCE FICTION HAS PREDICTED OUR WORKING LIFE
Undergraduate
I have always enjoyed Science Fiction. I joined those aboard the Starship Enterprise as they visited new worlds and civilizations, boldly going where no one had gone before. Their world seemed to be a utopia in which all of the major conflicts we face in society had been resolved. I always used to wonder, however, what was going on back on earth while the Enterprise crew was encountering and cataloguing alien worlds. I assume that the denizens of the future were people going to work, paying their bills, feeding their families, governing themselves and making the day to day decisions that make life rich. Apart from combat with aliens, what does Science Fiction say about these, more mundane issues? Futurist author, Robert A. Heinlein defined science fiction as “realistic speculation about possible future events, based solidly on adequate knowledge of the real world, past and present and a thorough understanding of the nature and significance of the scientific method.” both agree and disagree. I believe that writing about the future requires scientific speculation, but also calls upon ideas related to the evolution of humans and of society as well. How will our society change in the future? What will our work life be like? What is the core of human social existence and how will technology change us and our workday reality? How will society evolve and will our views change as we learn more about technology and our world? In this course, we will explore what Science Fiction says about our world. We will cover how our futurists project human ethics, workplaces, economic issues, government, individuals, gender, race, environment, and technology. We will also ask ourselves what purpose the futurist writing serves and how various predictions made by past writers of Science Fiction have stood the test of time. In considering the future through the lens of literature, learners will draw analogies to today's workplace and world, and will consider how we might shape the future ourselves. After all, if science fiction is providing a snapshot of the future, should we be behaving differently today? Competences: A1X, H1X, H2X, FX Faculty: Bridgette Mahan

AI 260
THE SOULS OF BLACK FOLK: AFRI CAN AMERICAN HISTORY AND CULTURE
Undergraduate
The Souls of Black Folk is the title of W.E.B. DuBois's landmark work written almost a century ago. It also aptly describes this course which will illuminate the history and culture of the African American. Students will examine and analyze history through the multiple lenses of oppression and the African American response to it. And, will heighten their awareness and appreciation for African American cultural creativity—in folklore, language and music—as a means to both cope with and fight oppression. It will follow a lecture/discussion format, using films and videos, recordings, and select readings. In addition, students will supplement their learning through individual research and documentation of approved topics. This class meets first at Malcolm X College at 1900 W. Van Buren St., and then at the Loop campus. Pre-'99 Competencies: HC-1, HC-2, AL-2, AL-E. BA'99 Competencies: H-1-E, H-1-F, A-2-A, A-1-D. Faculty: Wellington Wilson, Deborah Woods Holton.

AI 261
PERMEABLE BORDERS: REPRESENTATIONS OF GENDER IN THE 20TH CENTURY
Undergraduate
In this course we will examine the ways depictions of gender in art and literature are indicative of changes in the way we perceive gender. We will explore these depictions through a combination of analytical and creative activities. Our readings will include Orlando by Virginia Woolf, selected poems and creative writings by Gertrude Stein, Langston Hughes, T. S. Eliot, Quentin Crisp. Our readings of creative work will be supplemented with readings of cultural theory and philosophy including excerpts from Lyotard's Libidinal Economies, Deleuze and Guattari? Anti-Oedipus and Judith Halberstam? In a Queer Time and Place. This course will give students the opportunity to practice several types of writing, including journals, essays, research papers and creative writing (including flash fiction and poetry.) The class assumes a basic understanding of English grammar and composition. Competences: H3B, A1A, A2A, A3X. Faculty: Nicholas Hayes. Wright Bridge Course. Students can register for up to 3 competences.

AI 262
GLOBALIZATION AND THE IMPACT OF TECHNOLOGY
Undergraduate
This course focuses on current affairs regarding globalization as a world system of operation in society. The course aims to clarify our notion and understanding of globalization by looking at the impact that technology has had in the way we conduct our lives. Throughout this course students are asked to read and reflect upon different technologies that we have seen affecting the way in which people communicate. The central idea to broaden our perspective about globalization is that one the most important and significant activities that we do as humans is to communicate. Therefore, our focus of study will be centered around communication technologies widely used in the world, potentially continuing to change our lives even more. Broadly speaking, technologies under study include the telephone, television, and computer networks (the Internet). Competences: H5, S3F, FX.
AI 263
THEIR EYES WERE WATCHING GOD: THE LIFE AND WORK OF ZORA NEALE HURSTON
Undergraduate
This is an Online Course and a Travel Course--a dynamic duo! Students will be required to attend three “live” class sessions in the Loop to supplement online course work. Students will also attend the 12th Annual Zora Neale Hurston Festival in historic Eatonville, Florida, the first incorporated Black town in the US, for a four-day immersion in Black culture. Estimated expenses include tuition, airfare, hotel, food, local transportation, and conference registration fees (approximately $1,200, plus tuition. “Zora Neale Hurston, outstanding novelist, journalist, folklorist, and critic, was, between 1920 and 1950, the most prolific black women writer in America. The intellectual and spiritual foremother of a generation of black women writers, Hurston believed in the beauty of black expressions and traditions and in the psychological wholeness of black life.” (I Love Myself When I Am Laughing: A Zora Neale Hurston Reader [Alice Walker, ed., Feminist Press, 1979], i). Zora Neale Hurston, adult learner, writer, folklorist, playwright, and storyteller, was an amazing gifted woman. Her novel, Their Eyes Were Watching God, is a recognized classic used in many college classrooms across the country. A legend in her own right who Alice Walker ranks with Bessie Smith and Billy Holiday, Zora Neale Hurston has been a beacon for students interested in learning about Black life and culture. Students in this class will immerse themselves in the literature by reading about Zora Neale Hurston and will create research projects that connect their learning with their own scholarly interests. Competencies: A1X, A5, H1X. Faculty: Deborah Holton

AI 264
PASSING ON TRADITIONS
Undergraduate
In this course, we will investigate our perceptions, understandings and feelings about the world. It will reveal connections to the past by emphasizing non-traditional ways of knowing and learning. Students will examine how traditions or collections of beliefs are passed on by researching an individual or groups of people from the past or present. Working individually or in groups, students will create an oral presentation and research paper. Source material can include diaries, journals, or historical books. This experience will help students to reflect on the traditions in their lives in order to come to terms with past and present realities.

AI 265
PHILOSOPHY AND ECONOMICS
Undergraduate
This course will provide an introduction to economics as it has developed in the 20th century. It will investigate how markets work and explain what macroeconomics means. These concepts will be discussed and the necessary vocabulary defined. The emphasis on the evolution of economics will generate thought provoking discussions including: the effect of the increasing number of industrialized countries on the United States economy; changes in streams of income and its effect on the middle class; the interrelationship of technological changes and economy. Pre-1999 Competencies: HC-3, AL-C, WW. BA-1999 Competencies: A-3-A, F-X, H-1-C. Faculty: Alan D. Cohen

AI 266
ETHICAL DECISION MAKING
Undergraduate
Ethical decisions are often difficult to make, not because there are no right choices, but because there may be several right choices. This course will go beyond WHAT is right or wrong to examine WHY we say something is right or wrong. In the first part of the course, students will gain the intellectual tools and insights to lay bare their own reasoning processes and those of others. In the second part of the course, students will apply these tools to a consideration of the ethical issues raised by the high technology of current health care. Pre-1999 Competencies: PW-B, AL-5. Faculty: John Minogue

AI 267
THE EXAMINED LIFE: A QUESTION OF PHILOSOPHY
Undergraduate
“The unexamined life is not worth living,” exclaimed the Greek philosopher Socrates, setting the tone for philosophical quests that have shaped out thought and civilizations. “Neither is the examined one,” retorted German philosopher Schopenhaurer 2,300 years later after surveying the prospects of the modern world. This course will outline the philosophical tradition of rational thought that stretches in between these thinkers. Students will focus on how the great thinkers and traditions East and West considered ethical, metaphysical, epistemological, political, and aesthetic problems. And they will engage in a philosophical examination of their own life and beliefs. Competencies: A-4, A-3-A, A-3-E. Faculty: R. Craig Sautter

AI 268
CHICAGO AUTHORS
Undergraduate
Chicago has earned a varied international reputation for its gangsters, architecture, railroads, political machines, stockyards and industries. But for many around the world, Chicago is best known for its writers and literature. By the turn of the 20th century, Chicago was heralded as the “literary capital of the United States” and it is still home for great writers. Students will read two novels or books of poetry to explore Chicago’s history, characters, problems, and images. The class will trace literary movements and explore elements of structure, character, plot and style in fiction and poetry. Competencies: A-1-C, A-1-E, A-3-G, H-1-H, A-5. Faculty: R. Craig Sautter
AI 269
MAKING THE SCENE
Undergraduate
This course is designed to engage students in the art of playwriting in order to discover the essential nature of drama on stage and in life. By reading and viewing plays, students will be encouraged to reflect on the apparent contradiction between "universal truth" and individual experience. In addition to appreciating the structure and method of drama, students will learn to identify the "why" behind any play and to use drama as a means of creating and telling stories. Pre-1999 Competencies: AL-1, AL-2, AL-C. BA-1999 Competencies: A-1-A, A-1-D, A-2-A. Faculty: Ewing Eugene Baldwin

AI 270
DESIGN FOR LIVING
Undergraduate
The purpose of this course is to develop an awareness, understanding and analysis of the Chicago-area built environment. Architectural, public art, urban design and urban planning elements, techniques and issues will be presented with downtown Chicago as the primary study area. Specific architectural and development plans will be analyzed from various perspectives, such as: historical, social, technical, functional, aesthetic and symbolic. The development of Chicago's commercial architecture, and its contribution to modern architectural theory and practice, will receive special emphasis. Competences: A1X, A2X, A5, H1I, FX. Faculty: Timothy Hill

AI 271
SHADOWS OUT OF TIME: MODERN HORROR FICTION
Undergraduate
"Very few authors can boast that they have inspired and encouraged a generation of writers. Fewe still can say they have inspired two or three such generations. H.P. Lovecraft is one of those select few who, even 63 years after his death, inspires, encourages and educates writers of weird fiction and horror the world over. This course will cover Lovecraft the man, his life and the times in which he lived. It will encompass Lovecraft's work, including his stories, poetry and the myth circle that he created and which authors enlarge upon even today. Finally, the course will examine the "Lovecraft Circle", the writers he personally encouraged and assisted as well as those who joined the club by contributing mythos tales of their own. Students will read selected works of Lovecraft, Robert Bloch, Ramsay Campbell, Stephen King and others. Pre-1999 Competencies: AL-1 AL-3 AL-E AL-F. BA-1999 Competencies: A-1-A, A-1-C, A-1-H, A-1-X.

AI 272
REVOLUTIONARY MOVEMENTS IN LATIN AMERICAN LITERATURE, ARTS AND MUSIC
Undergraduate
The content of this course will revolve around the topics of love, death, and magic in Hispanic literature. Students with the ability to read and speak Spanish will be given the option to read and discuss the selections in that language, while those who speak English will read and discuss the selections in English. Readings from such authors as Sor Juana, Neruda, Marquez, and others will be put in a historical and cultural context. References to other art forms will enrich the discussions. Included in this course will be field trips to the Mexican Fine Arts Museum and the Newberry Library as well as to appropriate concerts. This class meets the first part of the quarter at Truman College and then at the Loop campus. You may register for up to three competencies. Competences: A1A, A1C, A5, H1A, A3E Faculty: Staff

AI 273
JUSTICE AND POLITICS: THE TRADITIONS OF POLITICAL PHILOSOPHY
Undergraduate
Are politics ever just? Should they be? What is justice? Throughout the ages, philosophers and statesmen have provided different answers to these fundamental questions. This course will explore the role of justice in politics, using as a guide the best known works of two great thinkers in the tradition of political philosophy. Plato's Republic and Machiavelli's The Prince appear to offer two very different answers to the questions of justice, and politics. By exploring their works, students will grapple with these questions, probe Plato's and Machiavelli's differing approaches to the role of justice in politics, explore their own conceptions of these critical issues and wrestle with the role of justice in current political events. Students will also gain an introduction to the tradition of western political philosophy as reflected by two of its most influential thinkers. Competencies: A-3-F, A-4, H-3-A, F-X. Faculty: Robert E. Shapiro

AI 274
WRESTLING WITH THE ANGEL: GOD, SEX, AND THE GUILTY CONSCIENCE IN LITERATURE
Undergraduate
Humans have always had an impulse to worship a God (or Gods). Humans have always been irresistibly drawn to sexual self-expression. Pervasive throughout history is this fascinating paradox: the God whom we worship condemns the sex we crave. Guilt is our link between the sacred and the profane. The triangulation of religion, sexual desire, and guilt has long been the concern of artists and writers. This course examines this phenomenon in such literary masterpieces as Nathaniel Hawthorne's The Scarlet Letter, Tony Kushner's Angels in America (Parts 1 and 2), and William Shakespeare's Measure for Measure. We will also study poetry, literary criticism, and relevant excerpts from sociological, theological, and psychological texts. In addition to participating in class discussions and presentations, students will be required to submit a final paper and a ten-entry journal. BA-1999 Competencies: A1D, A1E, A3G, A5, H3X. Faculty: Peter Forster
**AI 275**  
**INTRODUCTION TO CREATION SPIRITUALITY**  
Undergraduate  
This course provides an overview of Creation Spirituality, a movement that draws on ancient spiritual traditions and contemporary science to awaken authentic mysticism, revitalize Christianity and Western culture, and promote social and ecological justice. Creation Spirituality teaches that God permeates all things and that humanity is an original blessing to the earth. In this paradigm, Christ is God’s liberating and reconciling energy, transforming individuals and society’s structures into conduits of compassion. As we embody God’s love, we become the Creation that God intends. Topics to be explored include differences with fall-redemption attitudes, relationships to post-modern world views, and applying insights to personal life and work dynamics. BA-1999 Competencies: A3B, A3X, A5, H4, FX. Pre-1999 Competencies: AL2, ALF, HCF, WW. Faculty: Richard Rossiter

**AI 276**  
**CREATIVE INK: THE ART OF WRITING**  
Undergraduate  
This course will carry students through a series of creative writing experiments aimed at stimulating their imaginations and discovering their literate voices. Students will be exposed to a variety of techniques for story writing, poetry, and avant garde experiments. The course will combine in-class group writing and critical sessions, and individual consultation with the instructor for personal development. Students will also learn how to find outlets for their completed creative work. Competencies: A-1-C, A-2-A, A-2-X, A-5. Faculty: R. Craig Sautter

**AI 277**  
**WRITING FROM THE INSIDE**  
Undergraduate  
A series of dovetailing activities and exercises expose students to an increasingly broadened range of experience with the foundational elements of the writing process. Thus students arrive at an understanding of the creative process in the art of writing through their own writing experiences, as well as through reading and discussion of the writings of others. The context for writing understood as an art will be an interdisciplinary one that will also involve drawing. The students' explorations will take advantage of an arena of peers all sharing the process of personal discovery, and reading and discussing their own work as well as the works of literature together. Students produce a finished writing product of their own in an artistic form which meets the criteria of "art" explored by the class, present the work to the class, and explain their process. They will also produce a written evaluation of one or more writings of their choice in terms of this same criteria. Pre-1999 Competencies: AL-1, AL-2, AL-4, AL-F  BA-1999 Competencies: A-1-A, A-1-X, A-2-A, A-3-D. Faculty: Ann Schultz

**AI 278**  
**THE LITERATURE OF INCARCERATION**  
Undergraduate  
The U.S. incarcerates well over 2 million people. Proportionally, no other democratic country in the world comes close to this level. Locked away, out of sight and hearing from most of us, this population of women and men is represented by the media in lurid, predatory images. The writing that has emerged from prisoners paints an altogether different picture, however. In this class, we will study several literary texts--short stories, essays, poems--written by women and men who have been or are currently incarcerated. The class will be offered for one competence only and will meet the first five weeks of the quarter. BA-1999 Competencies offered: A5, H4, A1E. Faculty: Ann Folwell

**AI 279**  
**EXPLORING WORLD LITERATURE: THE INTERNAL HISTORY OF HUMAN EXPERIENCE**  
Undergraduate  
This course is about exploration, about discovery, about meaning. Together we will explore remarkable stories of world literature, and together we will discover remarkable worlds that open our lives with meaning. By means of consummate storytelling and remarkable language, respected masters and new and emerging writers, chosen for their literary excellence, will transport us to South America and to the Caribbean - - to North America; Europe; and Russia - - to the African Diaspora to the South Pacific - - to Mexico, Central America and to the Middle East - - to Mississippi and to Harlem - - to South Asia and to East Asia. The course will also include short stories from acclaimed Native American writer, Sherman Alexie, who also wrote the screenplay for the academy award-winning movie, Smoke Signals. This course's chosen classic and contemporary masterpieces of short fiction will reflect thematic, aesthetic, and cultural variety: different styles, points of view, and rich diversity of cultural, historical, and gender perspectives. The stories draw us in by powerful images garnered not only from our own backyard, but from the many yards across the globe. Competencies: L7, A1X, A5, H3X, FX. Faculty: Susan F. Field
AI 280
TRADITIONS AND TRANSITIONS: PROFILES IN ADULT LEARNING
Undergraduate
This course is designed to assist learners in investigating the perceptions, understandings and feelings about their lives and the contexts in which they are lived. It will help to reveal connections to the past and conditions shaping the future with special emphasis on non-traditional ways of knowing and learning. Students will choose persons from the past or present and examine how a family and/or cultural tradition is passed on through time, including forces shaping its future form. Pre-1999 Competencies: AL-D, HC-2, AL-F, WW. BA-1999 Competencies: A-3-B, H-3-C, H-1-F, L-7, F-X.

AI 281
RITUAL AND EVERYDAY LIFE
Undergraduate
This class will delve into ritual as an experiential, expressive performance of self, culture, spirituality, and ethics. We will be reading, viewing and discussing various examples of ritual forms, both religious and secular, Euro-American and non-Western, and looking at works about ritual performance by anthropologists and performance theorists like Ronald Grimes, Richard Schechner, and Victor Turner. We will also be experimenting with the role of ritual in our daily lives, creating our own rituals and ritual performances. This process will highlight what it means to endow everyday objects and events with sacred significance, and how such an expression of self establishes an essential relationship with community. BA-1999 Competencies: A-1-H, A-2-A, A-5, H-1-E, H-3-I. Pre-1999 Competencies: AL-2, ALE, HC-1, HC-W. Instructor: Jason Winslade.

AI 282
LEISURE FOR WELL-BEING
Undergraduate
The pursuit of happiness for most people is an important aim in life. A personal feeling of well-being includes "emotional happiness" and the rational satisfaction with one's own life. In this course you will attempt to define the term "well-being" and discover its relationship with other concepts such as mental health and life satisfaction. How does physical exercise influence well-being? How do positive and negative life events influence well-being? Do good social relationships guarantee happiness? Do the expectations one has in life with regard to income influence well-being? Is it important to set goals to achieve a high level of well-being? These and other questions will be addressed in this course. You will try to define some of things a person can do to increase his or her level of well-being. Others' ideas serve as common course content, as presented in the material assigned to this course. You will be asked to participate actively and critically, to work individually and in study groups, using your own experience as a field of analysis and reflection. Active group participation will foster a harmonic, interactive environment, which might increase positive relationships among students and foster a feeling of well-being throughout this course. Competencies: H3F. Faculty: Staff.

AI 283
VISIONARIES OF PEACE
Undergraduate
Sacred scripture shares: "Without a vision, people perish." In our contemporary global reality, where talk of war and terrorism fills the air, and "peace" is a complicated notion, what does it mean to be a visionary of peace? To whom can we look for wisdom and guidance? In light of these questions, we will study the words and deeds of four persons whom many consider to be peace visionaries. We will question their motives and actions. We will ask one another if they are indeed worthy of being called visionaries of peace. We will ask ourselves and one another what they have to teach us. We will explore the foundational principles and practices which guide them, those of contemplation, nonviolent action and peacemaking. We will compare and contrast their approaches to peacemaking. We will examine what they have to say to us and to our world today. They are Peace Pilgrim, an American woman who walked over 25,000 miles for peace; Badshah Khan, known as "The Frontier Gandhi," of the Pathan region of the Pakistani-Afghani border; Thich Nhat Hanh, Vietnamese Buddhist monk and social activist; and Mairead Corrigan Maguire, Nobel Peace Prize winner from Northern Ireland. We will get to know these contemporary visionaries as "The Frontier Gandhi," of the Pathan region of the Pakistani-Afghani border; Thich Nhat Hanh, Vietnamese Buddhist monk and social activist; and Mairead Corrigan Maguire, Nobel Peace Prize winner from Northern Ireland. We will get to know these contemporary visionaries of peace. We will read their own words, read what others have to say about them, and discuss their relevance in light of our post September 11 reality. In light of their vision, we will work to create our own vision for peace in our hearts, our community and our world. BA-1999 Competencies: A-3-A, A-3-G, A-5, H-3-D, H-5. Pre-1999 Competencies: AL-R, AL-N, HC-B, HC-X. Faculty: Anthony Nicetera.

AI 284
THE BRAVE NEW WORLD OF MARKETING COMMUNICATIONS
Undergraduate
This course will help students understand and successfully navigate through the brave new world of marketing communications and advertising: a world of segmented audiences, fragmented media channels, technology and interactivity, online communities, and on-demand media, where brand building has emerged as a business imperative. Students will learn which principles of traditional marketing communications are in, which are out, and the new ones that have emerged. We will read books and articles and examine the internet, e-commerce, experiential marketing, consumer-generated content, branded entertainment, search, music and mobile channels. Through the process of creating marketing communications programs utilizing these channels, students will also gain skills in collaborative learning and creativity. Competencies Offered: A5, H2G, S3F, FX
AI 285
EUROPEAN ART CINEMA
Undergraduate
After World War II ended, American movie theaters began showing films from Europe that became popular among war veterans, college students, and graduates. Unlike most classical Hollywood films, the new "European Art Cinema" was less concerned with presenting stories with happy endings than with exploring social, political, and psychological themes through the use of film as an aesthetic form. This course introduces students to the art cinemas of Italy, France, Germany, and Sweden, concentrating equally upon the appreciation and analysis of individual films, the historical and cultural conditions of their production, and the relationship between Hollywood and the European film industries. In addition to reading film and cultural history, we will watch and discuss a full-length feature film each week in class. Screenings include Vittorio DeSica's Bicycle Thieves, Federico Fellini's Nights of Cabiria, Francois Truffaut's The 400 Blows, Alain Resnais' Hiroshima, Mon Amour, Michelangelo Antonioni's Red Desert, Jean-Marie Straub's Not Reconciled, Claude Chabrol's La Rupture, Ingmar Bergman's Persona, Rainer Werner Fassbinder's The Marriage of Maria Braun, and Jean-Luc Godard's First Name: Carmen. All students will be required to write a paper pertaining to the specific competencies chosen. Students registering for Integrative Learning competencies, capstone competencies, or advanced electives will be required to conduct and incorporate outside research for their final paper. In November 2000, please visit the course website for more information: http://www.depaul.edu/~mdeangel/artcinema/ Pre-1999 Competencies: AL-1, AL-3, HC-1, AL-9, AL-10, HC-9, HC-O BA. 1999 Competencies: A-I-A, A-I-C, H-I-E, E-I, E-2, 1-3, 1-4.

AI 286
NEW ORLEANS IN SONG, STORY & STRUGGLE
Undergraduate
The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin; A Streetcar Named Desire by Tennessee Williams; and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Competencies: A-I-A, A-I-C, H-I-E, E-I, E-2, 1-3, 1-4.

AI 287
THE PRACTICE AND SPIRIT OF CREATIVE WRITING
Undergraduate
When I teach writing, I often interchange the word “writing” with the word “life.” Writing is life. But many have forgotten. Author Georgia Heard writes in her book Writing Toward Home, “There are many times when I’ve felt that I had nothing valuable to say. That real writers were other people. It has taken me a while to believe that the way I feel each day, and the way others speak when we’re least self-conscious, is where writing comes from. When we speak in a language that is ours and tell our own stories and truths -- this is where writing comes from.” Yet still many have forgotten. Poet Marge Piercy's words resonate to all of us when she writes: She must learn again to speak / starting with I / starting with We . . . There is an ancient Chinese proverb: A bird doesn't sing because it has an answer it sings because it has a song." Writing is natural, like a bird's song. But many have forgotten. When it comes to writing, it was American writer Robert Frost who believed that if one was open, one might even realize "with initial delight that you are expressing thoughts that you didn't know that you already knew." This course will involve the student in the practice and spirit of creative writing. Very importantly, it will involve through a re-awakening and a re-discovery of the creative potential that lies inside, waiting to speak again. Our course follow the lead from the great essayist E.B. White who defines writing “as communication, and creative writing as the self coming into the open.” Indeed, writes author Christina Baldwin in her essay on the writing life: “There comes a journey And there comes the urge to write it down, to bear witness to our experience, to share our questions and the insights that come from questioning.” In a supportive, sharing learning environment, each class session will be presented in an exploratory workshop format that integrates content and spontaneity. Students will be inspired to risk, to explore, to bring to consciousness, to nurture, to trust and to honor the originality of their own emerging personal voice. Students will also gain awareness of and understanding into the wonders of the creative process itself. The flexible course structure is intended to accommodate individual needs and writing exploration and to encourage individual creative writing development. Students are asked bring to class a few belongings as one writer suggests: A nugget of personal truth, still buried; a bit of history under the skin, ready to be transformed. And let me add that students bring some more belongings: an open mind with a dash of wonder; a pocketful of dreams; the courage (it may be shy) to create; and a heart filled with blind faith. Competencies: L-7, A-Z-A, A-5, F-X. Faculty: Susan F. Field.
POWER AND LEADERSHIP IN PUBLIC SPEAKING: MANAGERIAL COMMUNICATIONS
Undergraduate

When you are trying to sell an idea or product, your presentation must be specific and detailed, convincing and authoritative. This course will teach students to develop and deliver exciting and effective presentations. Through numerous individual short presentations and one final major presentation, students will learn how to overcome such speaking problems as nervousness, eye contact, understanding the audience and its culture, questions and answers, effective use of graphics, distractions, time control and how to handle troublemakers. Through the use of flip charts, overheads and computer-generated graphics and videos, students will learn to effectively organize their material to communicate their subject material to the audience. Students will need a basic understanding of computer software such as PowerPoint, database spreadsheets and access to the Internet for research. Students will develop an appreciation of the complexity of the communication process and the choices facing the communicator. Pre-’99 Competencies: AL-F, HC-S, WW. BA’99 Competencies: A-1-X, H-3-E, F-X. Faculty: Tom Strzycki

ACTION FILMS: HONG KONG AND HOLLYWOOD
Undergraduate

In this course students will compare and contrast action films completed in Hong Kong and Hollywood. Competencies: A1C, A5. Faculty: Michael DeAngelis

MEN AND MASCULINITY
Undergraduate

This class is an introduction to the history, roles, and social expectations of masculinity in the United States. Its starting point is the social construction of gender, and the origins of ideas about “masculine” and “feminine” behaviors. We look deeply into the social, economic, political and cultural forces that shape views of gender. The class draws upon a wide array of literature, poetry and perspectives on boys, men, social roles and masculinity. Just as the feminist movement showed girls and women the vast array of possibilities in a “feminine” world, so, too, does this course consider the possibilities of the “masculine” world. We will particularly explore research that addresses the experience of contemporary boys; their struggles and the painful issues they must face on their journey to manhood in American society. BA-1999 Competencies: A3A, A4, H2A, H3A, H3H, FX. Pre-1999 Competencies: ALN, HCA, HC4, HCV, WW. Faculty: James Frank

TRAINING DEVELOPMENT
Undergraduate

This five week course will address the development of instructional methods and materials consistent with the purpose, audience, and context of a specific training need. Students will learn how characteristics of adult learning and adult learners can converge with principles of instructional design to create effective and dynamic training materials. Students will demonstrate competence through the design of training methods and materials. * Successful completion of Training Design is required prior to registration. Students may register for only one competence.

EONS AND ARTS II: MANIFESTATIONS OF CULTURE
Undergraduate

This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-’99 Competencies: AL-1, AL-E, AL-I. BA’99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Anne Gesiakowska

THE HORROR FILM
Undergraduate

The horror film has introduced and popularized many of the cinema’s most unique stylistic innovations, especially in the areas of camerawork, lighting, color, sound, point-of-view, and editing. The genre also helps us to understand how filmmakers construct surprise and suspense to maximize the viewer’s emotional involvement and response to film narratives. This course introduces students to the language of film analysis by studying a number of representative films in the horror genre. We will also examine the social and cultural dimensions of the “fear” response that horror films exploit so strategically. We will read exciting theoretical work discussing the reasons for the genre’s widespread appeal. Weekly in-class film screenings include the following: Psycho (Hitchcock version), The Texas Chainsaw Massacre, Halloween, Scream, The Cabinet of Dr. Caligari, and Suspiria. Students will give class presentations and write papers on topics tailored to their interest in the genre. Pre-’99 Competencies: HC-D, AL-1, AL-3, AL-9, AL-10. BA’99 Competencies: H-2-G, A-1-A, A-1-C, E-1, E-2. Faculty: Michael DeAngelis.
AI 294
THE PRACTICE OF PEACE
Undergraduate
Following the September 11, 2001 suicide attacks, President Bush has declared an open-ended war on terrorism. In the midst of this war, what does it mean to practice peace? How might you and I work to practice peace? We will explore some of the principles, practitioners and practices of nonviolent peacemaking, allowing for debate and discussion. We will explore personal, interpersonal and political peacemaking. We will examine power relationships and dynamics inherently at tension in the practice of peace. We will read the works of contemporary peacemakers, such as Maread Corrigan Maguire, Jodi Williams, and Thich Nhat Hanh, as well as seminal figures in the peace movement, such as Martin Luther King, Jr., Mahatma Gandhi and Dorothy Day. We will have guest lectures from local and international peace practitioners and discuss various ways of practicing peace on personal, local and global levels. BA-1999 Competencies: A3C, A4, H3D, H4, H5. Pre-1999 Competencies: ALG, ALP, ALS. Faculty: Anthony Nicotera, LSW, works in University Ministry at DePaul. He received his BA from Georgetown University, where he also studied Law. He received his MSW from Loyola University of Chicago where he also studied philosophy and theology. As a licensed social worker, he has worked extensively with disadvantaged youth. He has lived and worked in India, Latin America, and in a Catholic Worker community in New Jersey. In his work for peace and justice, he has been arrested a number of times for non-violent civil disobedience.

AI 295
SHADES OF GRAY: MORALITY AND ETHICS IN FILM
Undergraduate
In the early days of movies, people flocked to the theater to see the good guys (white hats) triumph over the bad guys (black hats). As the art of cinema evolved, the characters and the ethical issues they faced became more challenging and complex. Through in-class screenings and related readings, this course will examine films whose themes strongly concern the depiction of ethical and moral choice. We will discuss the ways in which the film makers create meaningful ethical dilemmas; how the characters' choices are portrayed; and how these portrayals may influence our own formulation of value systems and ethical choices. Competencies: A1A, A1D, A3C, A4. Faculty: Gary Fox

AI 296
STAGE PLAY(ING)
Undergraduate
The plays the thing... A play is action, play, conflict, resolution, motion, emotion, live now. A play is crafted for the stage, not for the page. What we find on the page is a script, a guide to the play, not the play itself. The course will explore the play (and playing) in as many of its dimensions as we can discover. Students will read about reading scripts, and then read them to see the play as it could come to be. We will put together scenes, sketches, stories, and/or short plays; as well as improvise, role play, and act in our own work as well as in the work of established playwrights. Students will take the study to the theater to see what works and what doesn't work on the stage. The class will work and play together and apart and let the creative imagination take us where it will. Competencies: A1X, A2X, A-5, H3E, FX. Faculty: John Starrs.

AI 297
WOMEN'S WISDOM AND THE POWER OF PERSUASION ON
Undergraduate
In this course of fulfilling our private and public lives, we draw on combinations of our knowledge and experience (wisdom) and capacities to be persuasive. The alliance of wisdom and persuasion goes back to early Greek philosophers who formulated them as subjects for men, but not for women. More contemporary perspectives suggest that men and women may bring differing palettes to the artistry which weaves persuasion and practical wisdom. This course will examine emerging theories on the stages of “knowing,” and their philosophical roots, and the application of this developing knowledge to many facets of professional and personal life. Students will utilize case studies, discussions, readings, self-explorations and other activities to analyze systems of thought regarding the development of values, knowledge, and persuasive skills with a particular emphasis on women’s perspective and experiences. The role of media shaping attitudes, motivation, and decision-making processes will be explored through the images and metaphors conveyed to and about women. The course will offer and opportunity for understanding the roots of many of our values and perspectives on women’s approaches to knowledge and persuasion.

AI 298
THE ITALIAN RENAISSANCE
Undergraduate
From the thirteenth to the sixteenth centuries, the Italian peninsula was the center of a new age of human discovery and expression. With the unfolding of ancient philosophies, the Catholic Church’s temporal and spiritual control over Western Europe faltered. This age changed the meaning of political power, art, literature, science, and religious life. New perspectives lifted the horizons of thought and artistic expression. What meaning and value do these issues have for the contemporary person? By exploring the richness of Renaissance culture, this course attempts to answer the following questions: What happened on the Italian peninsula during the Renaissance? Who were the principal players? How did this period influence western civilization, particularly with respect to learning? What does the Renaissance mean today? Why, indeed, does it play such a major role in contemporary consciousness of the arts, literature, politics, and science? While the general focus of the material is the Renaissance in the Italian city states, the course concentrates on the rise and fall of the Medici family in Florence. Cosimo, Lorenzo, Piero and Giovanni de’ Medici (Pope Leo X) were instrumental in the development of this spectacular age in Western Civilization. Learners will also confront our own time with respect to issues raised in the Italian Renaissance. Faculty: Betta LoSardo.
AI 299
ELEMENTS OF FILM AND TELEVISION: AN AESTHETIC APPROACH
Undergraduate
There's more going on in a film or TV show than the story! Understanding aesthetics principles allows both consumers and creators to experience film and television on deeper levels—both intellectual and emotional. While aesthetics classes in the philosophy department are concerned with the connection between “beauty” and “truth”, this course will be primarily concerned with basic visual language. Students will learn how to interpret the medium's aesthetic elements by decoding its visual language, thereby building strategies for their own creative visual thinking. By exploring a variety of genres--- narrative films, television dramas, documentaries, even commercials--- we will develop criteria to help us see beyond the obvious text. Working within the limitations of the medium, we will learn how to manipulate and exploit the aesthetic elements at our command to obtain desired effects. The course will culminate with each student producing an integrated project. Competencies: A-2-C, A-5, A-1-X. Faculty: Gary Fox

AI 313
RACE AND IDENTITY IN AMERICAN THEATER
Undergraduate
This course will explore issues of race and racial identity in American society through the medium of theater. Texts will include several of the following: "Blues for an Alabama Sky," a Civil War retelling of the Oedipus story; "Twilight, Los Angeles, 1992," Anna Deveare's performance piece based on the Rodney King riots; "The Story," Tracy Scott's play about the pressures on a young black journalist to climb the media ladder; "Spinning Into Butter," Rebecca Gilman's provocative play about racial harassment on a college campus; Lorraine Hansberry's classic "A Raisin in the Sun;" Thomas Gibbons' "Personal Collection," which deals with the issue of appropriation of cultural heritage; and one of the ten plays from August Wilson's epic cycle. The class will also view a play on these themes at a Chicago theater. Competences: A-1-A, A-1-D, A-5, H-4, F-X (for Law & Literature focus area students only) Faculty: Fred Wellisch

AI 314
ART: INSIGHTS FROM THE INSIDE
Undergraduate
Understanding art and artists is the result of gaining insight into the artist and his/her relationship to the society in which he/she lives, as well as the process of artistic creation itself. The production of contemporary Western art is the result of over three thousand years of evolution within a framework which can be traced to the ancient Greeks. This course will trace that evolution and engage the student in opportunities to experiment with various media to provide insights into artist's work. With the help of a series of videotapes, students will be taken on a "journey" from the earliest Greek monuments to the art of the present day to explore artistic styles, forms, and subjects as they have changed through the ages. Students will do hands-on creating with pen and ink, water colors, and clay as a means of experiencing the role of media and the decisions which artists have to face in the course of their work.

AI 315
CREATIVITY AND IMAGINATION
Undergraduate
Is there a specific mental procedure that gives rise to the making of new inventions, new scientific and mathematical discoveries, new philosophical systems, and new works of art? If so, it remains as mysterious today as a thousand years ago. In this course we will compare and critically evaluate a range of theories about human invention and creativity, both classic and modern - from ancient conceptions of divine inspiration and "creative madness" to recent hypotheses in the fields of evolutionary psychology, cognitive science, and artificial intelligence. We will test these theories by (a) applying them to our own past experience with creative endeavors and (b) by determining to what extent the theories can adequately explain the emergence of particular inventions, scientific or mathematical breakthroughs, or works of art. The course will introduce the thought of a range of important theorists on the creative process - from Plato to Freud - and also weigh the contributions and examples of prominent artists, scientists, and inventors, including Archimedes, Newton, Mozart, Milton, Poe, Van Gogh, Poincari, Edison, Einstein, and others. Competencies: A5, A3X, S3X, H3X. Faculty: David Simpson

AI 316
SPIRITUALITY AND HOMELESSNESS
Undergraduate
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Competencies: L-10, L-11, Faculty: Karl Nass

LL 302 is a prerequisite for this class.
AI 317
EONS AND ARTS I: MANIFESTATIONS OF CULTURE
Undergraduate
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussions. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-‘99 Competencies: AL-1, AL-E, AL-I. BA’99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Ann Gesiakowska

AI 318
GRASSROOTS THEOLOGY
Undergraduate
This course offers students the tools needed for a critical reflection of their own assumptive world view of various churches and to probe methods of change which can be applied to these churches enabling them to better serve their people. We will not compare religions; the focus is on the theology behind religions. Once students examine their assumptive worldview, through theological reflection, they will compare values with other class members as well as those of various churches. Each student will choose a given church and engage in critical reflection to examine potential changes needed within that institution. Students will learn about theological reflection, explore skills needed to make changes within a community or church and engage in small group work. Students will also assess and critique themselves and each other. Pre-‘99 Competencies: AL-5, AL-D, HC-5. Faculty: Barbara Donnelley

AI 319
UNDERSTANDING SOCIAL RELATIONSHIPS FROM AN AFRICAN-CENTERED PERSPECTIVE
Undergraduate
This course will utilize an African-centered framework to examine the nature of social interactions within the African-American community, with a focus on female-male relationships, parenting, and the place of elders in the family. Students will examine the role of culture and racism in the historical development of these social relationships while identifying possible solutions to alleviate tensions experienced within the examined relationships. Guest lecturers, readings, discussions and written assignments, a learning journal, and individual paper or project will comprise the learning experience. Loop. Sat. Prerequisite: Psychology from an African-Centered Perspective, a course in African or African-American culture, or permission of instructor. Please call 312-362-8199. BA-1999 Competencies: H1B, H3I, A3A, A3E, A3F. Pre-1999 Competencies: ALN, ALQ, AL5, HCC, HCW. Faculty: Derise Tolliver

AI 320
NONFICTION WRITING: THE MEMOIR
Undergraduate
Your own memories and experiences can be the basis of the nonfiction memoir, but to be effective such writing must do more than just recite facts or label feelings. How do you create a vivid, exciting piece of writing from the events of your life? This class explores the nonfiction memoir, with special emphasis on the spiritual autobiography. Students will read selections from contemporary memoirs as well as a full-length book of their choosing; the final project is a short personal memoir. Pre-1999 Competence: AL-2. BA-1999 Competence: A-2-A.

AI 321
AMERICAN WRITERS AND TECHNOLOGY
Undergraduate
This course will examine American attitudes toward nature, industrialization, technology, our character as a people, and our national destiny, especially as reflected in recent films, science fiction, and classic literature like Walden and Leaves of Grass. In addition to the views of popular fiction writers (e.g. Twain and Vonnegut), students will also sample the responses of American poets and painters to a remarkable series of cultural innovations and technical breakthroughs - from the first railroad and telecommunications networks to the development of computers and nuclear arms. Pre-1999 Competencies: AL-H, AL-3, AL-4, PW-B. BA-1999 Competencies: A-1-E, A-1-C, S-3-A, A-3-D. Faculty: David Simpson

AI 322
PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS
Undergraduate
An introduction to moral philosophy with emphasis on the conflict between "moral relativism" (or "subjective" ethics) on the one hand and "moral realism" (or "objective" ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. Competencies: A4, A-3-C, A-3-E, F-X. Faculty: Staff
ART AND PERSONAL TRANSFORMATION
Undergraduate
Adults often go through periods of profound transition. Many of us search for answers, models, or mentors to help us make sense of the changes. This course deals with ways in which art can be a means of personal transformation, a vehicle for helping us understand the deeper dimensions of our life journeys. Through exposure to artistic representations of significant turning points in human experience, and by studying perspectives on change drawn from various disciplines, we will explore ways in which art both mirrors and facilitates the process of transformation. Students will approach selected works of art (literature, music and visual art) to explore ways artists have represented themes of transformation. In addition to developing competence in art analysis, we will investigate whether our own personal values are reflected in the works studied, and what role art plays in our lives. Students will keep learning journals recording their impressions and reflections about class readings, discussion and multi-media presentations. Pre-1999 Competencies: AL-1, AL-3, AL-C, AL-D. BA-1999 Competencies: A-1-A, A-1-C, A-1-D, A-3-B. Faculty: Susan McGury

CREATORS AND CREATIVITY
Undergraduate
Creative energy, application and results are prized and sought in our culture, yet are rarely understood clearly or analyzed systematically. In this course, students will explore various creativity concepts and models, including early instructional and educational, bio-psychological and socio / community-based theories. We will analyze creativity conditions in the expressive domains of art, architecture, music, literature, science, and invention. We will profile identifiable creators such as Picasso, Frank Lloyd Wright, Mozart, Virginia Woolf and Einstein, along with contemporary geniuses such as novelist Toni Morrison, activist Barry Commoner, sculptor Nina Holton, playwright Arthur Miller, and astrophysicist Subrahmanyan Chandrasekhar, and review their creativity over successive life stages. As a result, students will gain creative insight and develop strategies to incorporate creativity in their academic, occupational, and personal lives. Competence: A-3-A, A-5. Faculty: Timothy W. Hill

"MAKE `EM LAUGH!": HOLLYWOOD FILM COMEDY
Undergraduate
This class delves deeply into the history of Hollywood comedy as well as theories of comedy, and is divided into two parts. Part one explores theories of comedy, both formal/aesthetic (the elements of artistic form) and socio-cultural (philosophical and psycho-social theories of comedy). The second part of the course explores historical developments in Hollywood comedy in terms of the development of artistic form (performance, verbal and visual gags, narrative structure, visual style), the film industry, and questions of socio-historical impact. Students can also opt to learn how to write a comedic screenplay. Films and artists to be discussed include the Marx Brothers, Mae West, Mel Brooks, Blazing Saddles, The Royal Tenenbaums, The Seven Year Itch, Charlie Chaplin, Buster Keaton, The Philadelphia Story, Hairspray, and There's Something About Mary. Competences: A1I, A3G, H2G, A2A. Faculty: Ken Feil

LIVING FROM THE INSIDE OUT
Undergraduate
Ben LeShahn says, “Everyone of us, even if we have nothing else . . . has this one thing: a wholly separate and individual self with individual dreams and passions, its unique landscape, unmapped and unexplored . . . peopled with shapes and forms unknown to others. And that private unknown self, where it has been realized well, has been of increasing value and wonder to others.” This class helps students design practices to create space in their busy lives through leisure, spirituality, and creativity. It helps the adult growth and development that occurs as people change throughout adulthood. This class makes time to think in order to experience how our outer and inner worlds interact to help us make meaning for our lives. Students will use a combination of reading, practices, small group work, guided imagery, journaling, and reflection papers to articulate and demonstrate understanding of the competences. Competences: A3B, A3D, A5, H3C. Faculty: Mary Jane Dix & Veronica Buckley

MYTHS, SIGNS AND SYMBOLS
Undergraduate
Students will be encouraged to understand their own relationship to myths, signs and symbols and to see how these have shaped their lives in the past and how they can be sources of empowerment for the future. Topics will include: archetypes and private symbols; language as symbolic action; myths of creation and fall; the hero's quest; myths of death and resurrection; myths and the process of individuation, that is, the integration of the self. Students will have assigned readings, keep a journal, and create a final project. Pre-1999 Competencies: AL-1, AL-2, AL-5. BA-1999 Competencies: A-1-A, A-1-D, A-2-A. Faculty: Elizabeth-Anne Stewart
AI 328
THE PERSONAL JOURNAL
Undergraduate
This course will provide participants the opportunity to experience and explore journal writing as a creative activity that contributes to the quality of one's life. While the primary model of expression for most journals is writing, participants will be encouraged to experiment with sketches and other media. Participants will choose topics and readings consistent with their registered competencies. Key approaches to understanding adult growth and development will provide a framework for much of the writing done in the course. Participant journals will be laboratories for examining the creative process, the contribution of leisure to quality of life, and various theories of adult development. Through keeping a personal journal intensively through the course, participants will gain insights into their own creative processes and their understanding of leisure as they compose their individual lives. Pre-1999 Competencies: AL-2, AL-4, AL-D. BA-1999 Competencies: H-3-C, A-2-A, A-3-D. Faculty: Phyllis A. Walden

AI 331
LEARNING TO LOOK THROUGH DRAWING AND DISCUSSION
Undergraduate
The purpose of the class is to connect the making of art with the study of art history, so that an understanding of the elements, concepts and vocabulary of art connect directly to the student's experience as he or she learns to draw. Students will learn basic skills of drawing and become familiar with a range of drawing media. They will gain an experiential understanding of the elements of line, form, value, color, and composition. Students will also examine drawings and paintings of artists working in France between 1800 and 1930, covering the art movements of Romanticism, Realism, Impressionism, Post-Impressionism, and Fauvism. Each student will choose two artists to research, and will write a paper comparing biographical and historical issues of those artists' work. Pre-'99 Competencies: AL-1, AL-2, AL-3, AL-C. BA'99 Competencies: A-1-A, A-2-A, A-1-C, A-1-D. Faculty: Patricia Pelletier

AI 333
ARTISTIC ISSUES IN INSTANT IMAGE PHOTOGRAPHY
Undergraduate
The aesthetic, cultural, intellectual, historical, and technical issues that animate contemporary photography will be explored through the use of Polaroid pictures created by class members using their own Polaroid cameras. Photographic ideas will be presented, discussed, and addressed in classroom critiques of the images created. Personal artistic visions will be explored, encouraged and revealed. Students will learn a language for discussing these pictures and develop the necessary personal and intellectual distance from their own artistic creations in order to critically analyze them. Competencies: A-1-C, A-1-H, A-2-A, A-5. Faculty: Alan B. Cohen.

AI 334
WORLD ART AND CULTURE: A MUSEUM BASED EXPLORATION
Undergraduate
Most people who visit the art museum gravitate to those galleries where the art is familiar and in some ways comfortable, like the Impressionists or the Renaissance. Yet, the art museum can be a repository for so much more, if only we knew where to look and what to look for. This course is designed to introduce students to the art and cultures of societies outside of western civilization using the resources of such institutions as The Art Institute of Chicago, the Field Museum, the Mexican Fine Arts Center Museum and others. Students will be introduced to objects from China, Japan, Africa, India and the Middle East, as well as Native America. In a world which continues to grow increasingly smaller because of technology, one of the best ways to understand it people is to study their art and their culture. Student will demonstrate competence through reading and writing assignments and are required to attend field trips. BA-1999 Competencies: A1B, A1C, A1G, A5. Pre-1999 Competencies: AL1, AL3, ALK, ALF. Faculty: Phyllis Kozlowski

AI 335
MIDSUMMER RITUALS: SCIENCE AND MYTH
Undergraduate
Using the language of cultural anthropology, this course explores the diverse myths, rituals and festivals of the ancient world that begin with the tilling of soil in early spring and end with the great harvest in late fall. Of particular interest will be the lingering manifestations of these old rites as they have endured into contemporary life and the meaning they still hold in the modern psyche. We will be looking very closely at the long history of metaphoric, personified depictions of the life-force of planet Earth, including its most recent incarnation from scientist James Lovelock in the guise of ?the Gaia Hypothesis.? The class will address itself to the following questions:1. In what ways does the natural world influence the narrative structure of meaning? 2. How does the scientific description of reality shift mythic metaphor? 3. How does scientific ?meaning? differ from religious ?meaning?? 4. What is the function of these seasonal celebrations the psychic maintenance and renewal of society? 5. What is the pedagogical and psychological function of these types of celebrations to the individual within society? 6. How has science impacted the ability of the community to sustain its mythic, religious and ethnic holiday traditions? Competences: A3X, H2X. Faculty: Rebecca Armstrong. Can only be taken for one competence.
AI 336
CONTEMPORARY MUSIC AND ART IN AMERICA
Undergraduate
The artist stands between the world in which she/he lives and the product of his/her work - while using a particular medium to grasp and communicate an image and vision of that world. This course will survey and compare seminal ideas and trends that have taken place in music and the visual arts during the past forty years. Emphasis will be on how these two art forms responded to the same set of social circumstances and how artists in different media realized both parallel and divergent concerns. Some of the artists that will be compared and John Cage and Robert Rauschenberg, Earle Brown and Alexander Calder, and Philip Glass and Donald Judd. Wherever possible illustrations will be drawn from film, literature, dance, and to other arts. Students will develop the tools and confidence to compare works in different media in order to gain insights into how artists, through similar formal concerns, arrive at results which are appropriate to their media. The course will try to develop the student's awareness of artist's social concerns primarily through their own perceptions and inferences and, secondarily, through reading artists' statements and writings.

AI 337
FROM REVERENCE TO RAPE: THE DEPICTION OF WOMEN IN AMERICAN FILM
Undergraduate
This film course will examine the portrayal of women in Hollywood films from early silent films to the present and will attempt to understand those roles against the norms of society at the time. It will begin with the virgins, vamps, and flappers of the silent era as played by Lilian Gish, Mary Pickford, Theda Bara, Gloria Swanson, Greta Garbo; transition to the strong roles of the 1930s and 1940s as played by Mae West, Bette Davis, Katherine Hepburn, Joan Crawford, and Barbara Stanwyck; continue with the 1950s and 60s contrast between sex kittens and external virgins; show the breakdown of the Production Code in the 1960s and 70s; and watch the resurgence of strong women in the 80s as exemplified by Sally Field, Jessica Lange, Jane Fonda, Meryl Streep. Close attention will be played to the conflict between box office and censorship and the struggle for women - actresses, writers, directors, and producers to gain control of the screen.

AI 338
RACE, RACE RELATIONS, RACISM: BREAKING BARRIERS AND BUILDING BRIDGES
Undergraduate
How do we as an ethnically and racially diverse country go about the business of understanding and healing the wounds of racism and building bridges that will allow the gift of diversity to flourish in the United States? Further, what are the connections among U.S. racism and other forms of racism such as ethnic cleansing and "pacification programs" aimed at indigenous people around the world? In this course, we will explore the historical, economic and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement, and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. Through discussion, readings, films, debate, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis, but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership. Pre-99 Competencies: AL-9 & AL-10, HC-9 & HC-10, WW9 & WW10. BA’99 Competencies: E-1, E-2 Faculty: Anghesom Atsbaha; Ann Folwell Stanford

AI 339
A HISTORY OF PHOTOGRAPHY
Undergraduate
This course uses photography since its invention in 1839 to give form to the social and historical ideas that have shaped our time. By discussing large picture-making areas like portraiture, images of war, the natural or constructed landscapes, scientific documentation and personal expression, the class will examine those ideas and technologies that have shaped photography and, conversely, events shaped by their depiction as photographs. Students will study and actually enjoy the history of the medium via slide and textbook. The class, as a group, will visit gallery and/or museum exhibitions to enhance classroom work. The photographs will be linked to the social, political and intellectual currents of the time and place that surround the art to give that work added meaning and enhanced viewer understanding. Through the art seen in this course and the historical facts gained from the lecture and text, the student will refine and advance their understandings and interpretations of past and recent global history. No prior formal or academic knowledge of 19th or 20th century history, the history of photography or painting is necessary nor is a working knowledge of any art-making discipline assumed. Competencies: A-1-C, H-1-F, S-3-A. Faculty: Alan B. Cohen

AI 340
FROM SOUNDS TO SCIENCE: CLASSICAL MUSIC THROUGH THE AGES
Undergraduate
The history of music is a history of changing values and patterns. What values societies foster are directly correlated to perceivable uses of melody, rhythm, and timbre. This course will survey and compare major periods of Euro-American music, beginning with Gregorian Chant ad ending with John Cage. Historical documents and readings in aesthetics will supplement musical examples presented in class. This course will incorporate frequent listening to the radio program, "Adventures in Good Music," with Karl Haas, broadcast on WFMT. Students will be presented with a listener's guide to major works of the most prominent composers, as well as a bibliography for further reading. Students will also be informed of relevant concerts in the Chicago area. Through listening, background reading, and discussion, students will learn to "read" music. Pattern perception is a skill in its own right. Statement, variation, and contrast are means of structuring the physical, verbal, and temporal world around us. Students will develop pattern perception in music in order to translate this skill into life's other media.
AI 341
ETHICS AND ARGUMENTS
Undergraduate
This course introduces the main traditions in ethical thinking and provides students with moral reasoning skills to take and defend ethical positions on concrete issues. Students will examine various traditional bases for morality, among them virtue, duty, rights, contract, utility, and religion. They will learn to distinguish ethical from other values, and be able to justify the distinction. But in a world of action, merely knowing what is ethical is not enough. Students will select current ethical issues of personal interest, developing theory-based strategies for addressing those issues in a morally responsible way. If this course is offered as a five week section, it will be for only AL-5. Pre-1999 Competencies: AL-5, HC-4, WW. Faculty: Patrick J. Keleher, Jr.

AI 342
LEARNING ART HISTORY THROUGH THE ART INSTITUTE OF CHICAGO
Undergraduate
This course will examine great paintings in the museum from the Middle Ages up to contemporary works. Students will deepen their knowledge of art history and how to study a painting, develop an overall knowledge of major periods and trends, as well as gain insights into the lives of the artists. Students will also gain a knowledge of the museum itself as a starting off point for further studies. Class will meet at the Art Institute, Michigan and Adams, at the front information desk. Competencies: A1X, A3D, H2B. Faculty: Joseph Cunniff

AI 343
DISCOVERING THE CITY THROUGH DRAWING
Undergraduate
This course is designed for those wishing to learn basic drawing techniques while using the city as a resource. Students with little or no drawing ability are encouraged to take the course, which will build on observation and simple exercises to develop the skills necessary to capture all aspects of the urban landscape from nature to the built environment. A variety of drawing materials will be used including pencil, pen and ink, wash and conte crayon. Weather permitting, the class will meet on location in places such as Grant Park, the Monroe Street Harbor, the Chicago River, and the Magnificent Mile. Comfortable clothing is encouraged. A list of supplies will be provided on the first night of class. Competencies: A1B, A1X, A2A, A5

AI 344
VISUAL COMMUNICATION: DESIGN FOR SUCCESS
Undergraduate
This course engages students in the process of creative thinking, visual logic, and graphic communication. Whether students are interested in powerful and persuasive presentation, making a personally pleasing aesthetic decision, or setting a mood, the ability to direct and control visual cues is very important. Classes will be organized around a series of problems dealing with essential design concepts. Students will learn about and execute projects involving composition; line; space; color and mood; and deciphering the advertising world. Students will be required to purchase art supplies for this class. BA-1999 Competencies: A2A, A2C. Pre-1999 Competencies: AL2, ALB. Faculty: Margaret Lanterman

AI 345
EONS AND ARTS III
Undergraduate
This course will connect specific historical eras in Western culture with representative art forms so students can gain cultural insights. Particular attention will be paid to artifacts in the Chicago area. Students will analyze the relationship between popular art and movements in history through lecture, readings and discussion. We will also address contemporary cultural issues, including how later peoples will judge our values based on our arts. Pre-'99 Competencies: AL-1, AL-E, AL-I. BA'99 Competencies: A-1-A, A-1-B, A-1-H. Faculty: Jo Ann Gesiakowska

AMS 150
PERSPECTIVES ON AMERICA
Undergraduate
This course explores a variety of perspectives on what it means to be an American in the modern world, looking through polarities such as: urban and suburban life, localism and globalism, high culture and mass culture, corporate society and populism. Considerations of various media such as television, movies, and newspapers, as well as study of artifacts.
AMS 200
INTRODUCTION TO AMERICAN SOCIAL HISTORY AND CULTURE
Undergraduate
This course will provide an overview of American History designed to provide a one-quarter overview of American history and culture. It will provide an overview of the central themes of American History from the colonial period to the present with a focus on social, popular, and cultural history.

AMS 211
AMERICAN EXPERIENCE I: EARLY AMERICA TO 1860
Undergraduate
The first of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, early America before the Civil War). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 201.

AMS 200 or HST 180 or HST 181 or HST 182 is a prerequisite for this class.

AMS 213
AMERICAN EXPERIENCE II: FROM 1860 TO 1941
Undergraduate
The second of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, from the Civil War to just before World War II). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era.

AMS 200 or HST 181 or HST 182 or HST 183 is a prerequisite for this class.

AMS 215
AMERICAN EXPERIENCE III: FROM 1941 TO PRESENT
Undergraduate
The third of the three-course sequence that forms the American Studies core. Like all the courses in the sequence, it focuses on how to do American Studies by using a variety of materials and projects that center on a particular historical period (in this case, World War II to the Present). The course utilizes multiple methodologies, primary sources, a range of texts, and material and visual culture to examine the competing themes and diverse voices that form American experience during the era. Formerly AMS 202.

AMS 200 or HST 181 or HST 182 or HST 183 is a prerequisite for this class.

AMS 220
AMERICAN BUDDHISMS: RACE AND RELIGIOUS DIVERSITY
Undergraduate
This course critically analyzes the origins Buddhism in the United States in order to fully understand how and why Buddhism has flourished in Asian and White American communities, and to understand the conflict and controversy surrounding the racial dynamics of religious choice.

AMS 230
ASIAN AMERICAN HISTORIES (CROSS-LISTED WITH AAS 200)
Undergraduate
This course introduces the pre-1965 comparative histories of people of Chinese, Japanese, Korean, Indian, Filipino, and Southeast Asian ancestry from their arrival in significant numbers in the United States beginning in the 19th century. Two questions orient this course: 1) whether there is an historical validity to the category of Asian American, and if so, the extent to which the category is relevant today in light of differences across gender, sexuality, class, ethnicity, and religion, among others; and 2) how the Asian Pacific American experience challenges and redefines American race relations to provide a more complex understanding of existing structures of power. Cross-listed with AAS 200.

AMS 250
IN THEIR OWN VOICES: AMERICAN AUTOBIOGRAPHY
Undergraduate
This course presents a range of American autobiographies, from different places and from times ranging from Colonial to modern. The selected authors represent varying backgrounds and races.
**AMS 261**  
**AMERICAN ETHNICITIES 1800-1945**  
Undergraduate  
This course will be an exploration of the development of American ethnic communities and identities in the 19th and early 20th centuries. Students will examine the American experience through the lens of ethnic groups and racialized ethnic populations and consider how ethnicity has shaped and influenced American history. We will study the experiences of American ethnic groups based on historical, social, and political factors such as immigration and citizenship, slavery and racialization, gender and patriarchy, religion and family, and the relationships between and among ethnic groups.

**AMS 265**  
**PACIFIC WORLD: NORTH AMERICA AND THE PACIFIC, 1776 - 1945**  
Undergraduate  
This course will examine the nature of American identity in the west. Hawai‘i and California represent the extreme edge of the American frontier. The focus will be on the shifting meanings of “native” and “stranger.” How did the status of indigenous peoples foster a sense of identity and place for migrants? How did immigrants understand their role in the political economy? How did racial discourses on the frontier shape the shifting definitions of citizenship? How did race effect America’s ambivalent approach to imperialism?

**AMS 275**  
**HISTORY OF SEX IN AMERICA 1: COLONIAL TO LATE NINETEENTH CENTURY**  
Undergraduate  
This course will provide an overview of the history of American sexuality from the colonial period to the late 19th century.

**AMS 276**  
**HISTORY OF SEX IN AMERICA 2: LATE VICTORIANS TO THE PRESENT**  
Undergraduate  
This course will provide an overview of the history of American sexuality from the late nineteenth century to the present.

**AMS 280**  
**POLITICS AND HISTORY OF THE VIETNAM WAR**  
Undergraduate  
This course examines both the history of American involvement in Vietnam and the lasting effect on American politics and culture.

**AMS 290**  
**AMERICAN VOICES I: TO 1860**  
Undergraduate  
Part one of a two course sequence, this course provides an integrated, multidisciplinary view of American culture and ideas, addressing the questions: “What is America? What does it mean to be an American?” The courses are focused on primary sources, mostly first person narratives and fiction, developing methods for analyzing and interpreting these sources. Students write a series of papers on the narratives; students taking the two course sequence substitute a research paper for some of the narratives papers in the second course, American Voices II.

**AMS 291**  
**AMERICAN VOICES II: FROM 1860**  
Undergraduate  
Part two of a two course sequence, this course continues the approach and method of American Voices I.

WRD 104 or HON 100 or HON 101 is a prerequisite for this class.

**AMS 295**  
**SPECIAL TOPICS IN AMERICAN STUDIES**  
Undergraduate  
Special Topics in American Studies. Consult schedule for topic.
AMS 300
DOMESTIC STUDIES
Undergraduate
Travel/study courses to various regions of the U.S., combining pre- and post-trip classroom sessions with 7-14 day excursions. Travel portion includes hands on and/or behind the scenes experiences and consideration of how Americans use and understand their national history.

AMS 301
SENIOR SEMINAR
Undergraduate
The Senior Seminar is an integrative, course conducted primarily as a colloquium. Emphasis will be placed on discussion and independent research and writing.

AMS 211, AMS 213 and AMS 215 are a prerequisite for this class.

AMS 340
AMERICAN POPULAR CULTURE
Undergraduate
This course will focus on the industrial developments, cultural significance and social effects of American Popular Culture institutions and products at the dawn of the 20th century, including the rise of corporate nationalism in live performances such as vaudeville and radio, as well as the development of mass media industries including sheet music, advertising, records, and film. Discussions will include attention to industrial practices, textual properties, and audience reception of these cultural products.

AMS 360
AMERICAN FILM
Undergraduate
Analyzes cultural and cinematic histories and film as a social practice circulating cultural values as well as critiquing ideologies. Students will gain understanding of major critical and theoretical approaches and engage in research, critical thinking, and writing on topic areas. Variable specific topics. e.g. assimilation narratives, war in film, sports in film, Asian American film.

AMS 370
THE MATERIAL CULTURE OF MODERN AMERICA
Undergraduate
AMS 370 combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the nineteenth and twentieth centuries

AMS 371
MATERIAL CULTURE OF EARLY AMERICA
Undergraduate
Combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity in the colonial period and early nineteenth century.

AMS 380
TELEVISION AND AMERICAN IDENTITY
Undergraduate
This course is about how television represents Americans and how Americans have responded to these representations. The course engages in close textual analysis of several television texts, to familiarize students with television industry narrative structures and strategies, examines several specific representational struggles, and surveys and discusses the many ways in which television viewers and fans engage with the text.

AMS 392
INTERNSHIP
Undergraduate
Internship. Majors and minors only. Variable credit.

An American Studies major or minor is a prerequisite for this class.
AMS 395
TOPICS IN AMERICAN STUDIES
Undergraduate
Topics in American Studies.

AMS 396
AMERICAN STUDIES COLLOQUIUM
Undergraduate
These courses are conferences or series on selected topics. Class participants attend and participate in events, keep a reflective journal connecting the events, do related readings, and a reflective summary on the colloquium as a whole. Variable credit.

AMS 398
STUDY TOUR
Undergraduate
An on-site overview of the historical, political, social and economic connections between the United States and a foreign country. Credit variable.

AMS 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Majors only. Variable credit.

An American Studies Major is a prerequisite for this class.

ANI 101
ANIMATION FOR NON-MAJORS
Undergraduate
Course introduces a variety of basic animation techniques for cinema and gaming, such as hand-drawn, cutout, stop-motion and (very basic) 3D, with an emphasis on the use of computer technology. Examples of diverse animation genres and styles (experimental, cartoon, anime, special effects, computer games) from different cultures will be screened and discussed. Students will explore the unique qualities of the medium through a series of hands-on projects that can be adapted to their own personal interests. They will learn about professional animation process (storyboard and animatic) during the production of a final project that encourages them to consider the role and potential of animation in our society.

ANI 105
INTRO TO VISUAL DESIGN
Undergraduate
This course introduces the basic concepts of design for time-based digital media. Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to game design, video and Internet production. PREREQUISITE(S): NONE.

ANI 150
AFTER EFFECTS WORKSHOP
Undergraduate
This class will introduce students to the fundamentals of After Effects, including key-framing, compositing and rendering. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None.

ANI 151
FLASH ANIMATION WORKSHOP
Undergraduate
This class will introduce students to the fundamentals of creating animation using Flash, including tweening and frame-by-frame drawn animation. This class does not cover Action Script programming. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None.
ANI 201
ANIMATION I
Undergraduate
This course is an introduction to the art and practice of animation. It is a studio-based class, which will emphasize learning through process, experimentation and creation. Students will explore the limitless possibilities of animated motion in the context of cinema, computer games and the Internet. All genres and styles are within the scope of this class, including Anime, cartoons, computer game art, experimental art and special effects. In addition to how?, we will also explore and discuss why?, and the role and potential of animation in our society, and its place in other cultures as well. This course is designed for the student who wishes to pursue further study in the field, and provides intensive practice of the basic skills and methods through production. PREREQUISITE(S): ANI 105 or GPH 211 or ART 105 or GD 105

ANI 206
HISTORY OF ANIMATION
Undergraduate
This course is an introduction to the history and development of the field of animation. We will explore this subject from various perspectives: by chronology, from its prehistory before the invention of film to the present day; by form, including method and medium; by culture, comparing the US to Japan, Russia, Europe and others; by subject; and by personality, concentrating on the figures who have shaped the art form and continue to influence it through their example. Students are expected to bring an enthusiastic interest in the medium, and to devote serious effort to reading about, viewing, researching and discussing animation and the artists who have created it.

ANI 207
ANIME HISTORY
Undergraduate
This course is an introduction to the history, development and cultural significance of Japanese animation. We will explore how historical and cultural concepts of Japan have translated to the screen, as well as the influence of economic forces and changing technology. Students will gain an insight into anime's origins and cultural influences through an examination of the World War II, post-war, mid- and late-twentieth-century historical periods of Japan. This class will analyze particular examples of anime and anime artists in their historical context, emphasizing the use of primary sources.

ANI 220
STORYBOARDING AND NARRATIVE DEVELOPMENT
Undergraduate
This class will focus primarily on storyboarding and the aesthetic and practical uses of research, treatments, drawings, and found images as tools in the production of animations, films and game cinematics. Students will complete a series of assignments that will utilize different methods of finding inspiration to make a cohesive, narrative work. Various methods used in both commercial and independent productions will be presented as examples, and pre-production work from both live action and animated films will be viewed throughout the quarter. Students will create several storyboards for short films, write treatments, and research design options. PREREQUISITE(S): ANI 101, ANI 201 or DC 110

ANI 222
ILLUSTRATION FOUNDATIONS
Undergraduate
This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. PREREQUISITE(S): GD 105 or ANI 105

ANI 225
GRAPHIC NARRATIVE
Undergraduate
This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation. PREREQUISITE(S): ART 106
ANI 230
3D DESIGN & MODELING
Undergraduate
Students will use computer modeling to explore the principles of 3-dimensional design. Projects involving object, character and architectural modeling will emphasize the aesthetic concepts of spatial proportion (scale, angle and position), silhouette, negative space, rhythm, balance, light/shadow and texture. Students will emerge with the ability to create well designed 3D models, and be familiar with the basics of polygonal modeling, texturing, lighting and rendering for animation, computer games and cinema. This course has an additional fee. PREREQUISITE(S): None

ANI 231
3D ANIMATION
Undergraduate
This is an introductory course in 3D animation. It will emphasize traditional animation principles as applied to 3D animation. Topics will include: principles of animation, storyboarding, transformations and deformations of 3D objects, rigging, camera and light animation. This course has an additional fee. PREREQUISITE(S): ANI 230

ANI 240
ANIMATION PRODUCTION I
Undergraduate
This course will concentrate on facilitating the student's production of animation projects. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the student's work, with the choice of animation technique, content and form left to the individual. Students will learn the importance of bringing projects to completion. PREREQUISITE(S): ANI101 or ANI201 AND sophomore standing

ANI 260
MOTION GRAPHICS
Undergraduate
This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye. PREREQUISITE(S): Sophomore Standing and one of the following: ANI 105, ANI 101, GD 105, ART 105, GPH 211, DC 205

ANI 300
3D CHARACTER ANIMATION
Undergraduate
This course applies traditional animation principles to creating stylized 3d characters. Topics will include: anatomy, character modeling, skeletons, skinning, kinematics, rigging, walk cycles, facial animation, and muscle deformations. PREREQUISITE(S): ANI 231 or GPH 338
This course has an additional fee.

ANI 301
ADVANCED 3D CHARACTER ANIMATION
Undergraduate
This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style. This course has an additional fee. PREREQUISITE(S): ANI 300

ANI 310
MOTION CAPTURE
Undergraduate
This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing. This course has an additional fee. PREREQUISITE(S): ANI 231 or GPH 338
ANI 315
AUDIO FOR ANIMATION
Undergraduate
This class will explore concepts and practical techniques students need in order to address many of the unique challenges associated with creating audio for animated films. Students will begin with an introduction to audio production before moving on to build practical skills for both field and studio recording. Lectures, readings, and hands on projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films, from classic cartoon soundtracks to the live action style mixes of many of today's animated Hollywood blockbusters. Students will complete several audio projects including a multi-track mix for an animated short. PREREQUISITE(S): ANI 240

ANI 320
HAND-DRAWN ANIMATION
Undergraduate
This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. PREREQUISITE(S): ANI 201 (or ANI 101) and ART 106

ANI 321
ANIMATION MECHANICS
Undergraduate
Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. PREREQUISITE(S): ANI 240

ANI 322
ANIMATION STYLES & TECHNIQUES
Undergraduate
The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films. PREREQUISITE(S): ANI 240

ANI 325
VISUAL STORYTELLING
Undergraduate
This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film. PREREQUISITE(S): ANI 240

ANI 330
3D CHARACTER MODELING
Undergraduate
This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing. This course has an additional fee. PREREQUISITE(S): ANI 230 or GPH 250

ANI 332
3D RIGGING
Undergraduate
Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parameterization, and learn to construct character animation controls. PREREQUISITE(S): ANI 231
ANI 336
3D MODELING STUDIO
Undergraduate
Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design. PREREQUISITE(S): ANI 230 or GPH 250

ANI 337
ENVIRONMENT MODELING
Undergraduate
This course covers the planning, production and implementation of environment models for games. The term "environment model" includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230

ANI 339
3D TEXTURING AND LIGHTING
Undergraduate
Students will study the processes and techniques for texturing and lighting in 3D. Procedures including preparing models for texturing, creating and manipulating shading networks, laying out UV?s, and painting textures will be explored. Topics in lighting will be approached from the foundation of traditional cinematography with a focus on driving both mood and story. Students will utilize complimentary skills in lighting and texturing to create high quality renders for both still and moving images. PREREQUISITE(S): ANI 230 or GPH 250

ANI 340
ANIMATION PRODUCTION II
Undergraduate
Students will build on the skills learned in Animation II, and produce more ambitious projects. They will be expected to exhibit sophisticated technique, storytelling and content, and work to develop as creative artists through self-critique. The successful planning and completion of projects on time is essential. PREREQUISITE(S): ANI 220 and ANI 240 and junior standing

ANI 344
VISUAL DESIGN FOR GAMES
Undergraduate
The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products. PREREQUISITE(S): ANI 105, GD 105, GPH 211 or ART 105 (or equivalent 2D design experience)

ANI 345
CHARACTER DESIGN
Undergraduate
Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short. PREREQUISITE(S): ANI 230

ANI 350
ANIMATION PRODUCTION STUDIO
Undergraduate
This course uses the animation studio model to create a group project from start to finish. Students learn about the division of labor needed to produce larger projects as they experience working with others on a team. PREREQUISITE(S): ANI 240
ANI 351
ADVANCED MOTION CAPTURE STUDIO
Undergraduate
This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio. PREREQUISITE(S): ANI 310 or ANI 450

ANI 352
3D SCRIPTING
Undergraduate
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. PREREQUISITE(S): ANI 230 and ANI 231

ANI 355
STOP MOTION ANIMATION
Undergraduate
The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored. PREREQUISITE(S): ANI 201 (or ANI 101)

ANI 356
EXPERIMENTAL ANIMATION
Undergraduate
This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles. PREREQUISITE(S): ANI 201 or ANI 101

ANI 360
ADVANCED MOTION GRAPHICS
Undergraduate
This course builds on motion graphics fundamentals covered in ANI 260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production. PREREQUISITE(S): ANI 260

ANI 365
CINEMA, ANIMATION, AND ART
Undergraduate
This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers. PREREQUISITE(S): DC 233

ANI 366
3D MOVIE PRODUCTION
Undergraduate
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275
ANI 370
ACTING FOR ANIMATORS
Undergraduate
This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation. PREREQUISITE(S): ANI 240

ANI 375
DEMO REEL AND PORTFOLIO WORKSHOP
Undergraduate
Students review previous course projects and prepare a final portfolio/demo reel and a resume in preparation for job interviews and/or graduate school. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): ANI 340 or DC 310 or GAM 392

ANI 378
3D DYNAMICS
Undergraduate
This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair & fur, fluid dynamics, smoke & fire, particles and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects. PREREQUISITE(S): ANI 230 and ANI 231

ANI 379
3D COMPOSITING
Undergraduate
This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors. PREREQUISITE(S): ANI 231

ANI 390
TOPICS IN ANIMATION
Undergraduate
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 101 or ANI 201 or consent of the instructor.

ANI 393
TOPICS IN 3D ANIMATION
Undergraduate
Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit. This course has an additional fee. PREREQUISITE(S): ANI 230 or consent of the instructor.

ANI 394
ANIMATION PROJECT I
Undergraduate
This production-based course is the first half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 340 and Senior standing
Continuation of ANI 394. This production-based course is the second half of a two-course sequence that provides the student with an Animation capstone experience. These courses connect the student's Animation coursework with their overall Liberal Studies coursework through three components: class lectures and discussions, independent analysis and reflection, and the creation of a significant animation project. Students will employ the knowledge they have learned and the skills they have acquired in all their Animation courses to date to produce a significant animation project. The course sequence is designed to be taken in two consecutive quarters. PREREQUISITE(S): ANI 394

Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.

This course is intended as an intensive overview for graduate students with NO prior 3D experience. Topics include polygonal modeling tools, texturing, principles of 3D animation, basic rigging, camera, lighting and rendering. Animation graduate students: This requirement MAY BE WAIVED BY YOUR ADVISOR with proof of previous 3D experience. PREREQUISITE(S): none

This class will explore concepts and practical techniques students need in order to address many of the unique challenges associated with creating audio for animated films. Students will begin with an introduction to audio production before moving on to build practical skills for both field and studio recording. Lectures, readings, and hands on projects will give students a working knowledge of how to approach and create the immense range of styles of audio for animated films, from classic cartoon soundtracks to the live action style mixes of many of today's animated Hollywood blockbusters. Students will complete several audio projects including a multi-track mix for an animated short. PREREQUISITE: None

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

This course is devoted to the complex aspects and techniques of classical drawn animation required to create convincing movement, frame to frame consistency, and character acting. Beginning with a review of the fundamentals and progressing to more complicated techniques, students will learn how to create unique and technically accomplished drawn animation as well as methods for its eventual clean-up, inking and coloring. Contemporary uses of digital technology to enhance production will be emphasized. PREREQUISITE(S): ANI 201 (or ANI 101)

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

Students in this course will rigorously investigate the foundational aspects of animation through traditional and digital methods. Basic principles, including timing, spacing and the abstraction of movement, will be analyzed and questioned through experimentation. Students will experience how the process of making work can be used to generate emergent ideas, and be challenged to push the art form beyond the accepted conventions. PREREQUISITE(S): None

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
ANI 422
ANIMATION STYLES & TECHNIQUES
Graduate
The history of animation is explored with a focus on inspiring the students' own work. Students will be involved in an intense study of animation throughout history and around the world, and are required to view a large amount of work outside of class. Animations will be grouped by time period, theme, and/or technique. Through writing and group discussions they will examine the significance of the technique and subject matter. They will put this study into practice by creating short animated films based on their reactions to the films. PREREQUISITE(S): ANI 421
CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 425
VISUAL STORYTELLING
Graduate
This class focuses on storyboarding and animatics as key pre-production tools for animation, film, and game development projects. Areas of focus include narrative development, drawing, performance, and editing. Students will apply these techniques to create an animatic: a comprehensive time-based draft for a short film. PREREQUISITE(S): None
CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 430
3D CHARACTER ANIMATION
Graduate
This course concentrates on the acting techniques of classical character animation as applied to 3D animation technology, both for cinema and game design. We will examine the history of the field in hand-drawn, stop-motion and 3D, focusing especially on the principles developed at the Disney and Warner Brothers studios. The student will explore the technical aspects of translating these ideas to 3D models, including basic modeling, skinning, bone systems, rigging and kinematics, but the main focus will be on creative performance. Exercises will cover communicating the illusion of intelligence, mood through movement, staging, acting basics, the feeling of weight, and progressing dialogue. This course has an additional fee. PREREQUISITE(S): ANI 231 or GPH 438.
CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 431
ADVANCED 3D CHARACTER ANIMATION
Graduate
This course introduces advanced concepts in 3D character animation that are necessary for achieving professional quality results. Students will hone their skills through the study of advanced techniques for animating multiple characters, creating continuity, and building character through performance. An emphasis will be placed on the exploration of movement for developing personal style. This course has an additional fee. PREREQUISITE(S): ANI 300 or ANI 430
CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 432
3D RIGGING
Graduate
Students will study the processes and techniques for creating professional quality character rigs. Following a professional production workflow, students will create character skeletons, learn aesthetic and technical considerations for skinning, learn techniques for optimal parametrization, and learn to construct character animation controls. PREREQUISITE(S): ANI 231
CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 433
ADVANCED 3D RIGGING
Graduate
This course will teach students to rig organic and inorganic objects. Students will learn to rig a "stretchy spine" along with a more detailed facial set up for a character. Other topics will include inorganic object rigging, quadruped rigging and the use of 3D scripting in rigging. PREREQUISITE(S): ANI 230 and ANI 231
CDM graduate students in the Prequisite Phase are restricted from registering for this class.
ANI 435
3D CHARACTER MODELING
Graduate
This course will instruct students in the process of 3D polygonal based character modeling. Students will learn professional techniques for building quad-based polygon meshes with an extra emphasis on proper topology to help prepare their model for rigging. Students will learn complete UV unwrapping for the entire figure as well as effective techniques for advanced texturing. This course has an additional fee. PREREQUISITE(S): ANI 230 or GPH 250

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 436
3D MODELING STUDIO
Graduate
Students in this course will broaden and improve their overall skill set by learning a range of modeling techniques. Students will complete several smaller projects that cover topics including speed modeling, efficient low-poly modeling, hard surface modeling, projection texturing, and advanced UV unwrapping techniques. The course will culminate in a final project in which the student will propose and complete an advanced model of their own design. PREREQUISITE(S): ANI 230 or GPH 250

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 437
ENVIRONMENT MODELING
Graduate
This course covers the planning, production and implementation of environment models for games. The term "environment model" includes landscape, exterior architecture, interior architecture, and both organic and man-made props. Topics include visual art direction, setting mood, developing narrative and cinematic lighting strategies. After creating assets in a modeling program, students will implement them in a game engine editor to learn about game engine requirements, limitations and pipeline. Prerequisite: ANI 230

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 438
3D ORGANIC MODELING
Graduate
In this course students learn a variety of modeling tools specially geared toward creating highly detailed and complex organic models for games or films. Various sculpting and texturing techniques available in organic modeling will be discussed as well as proper UV and polygon modeling methods. Students will also gain an understanding of how to build proper human anatomy structures. Students will learn how to create a proper art pipeline between modeling, sculpting, texturing and rendering software packages. PREREQUISITE(S): ANI 230

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 439
3D TEXTURING AND LIGHTING
Graduate
Students will study the processes and techniques for creating shaders and lighting setups for both cinematic and gaming environments. Techniques in UV mapping and projection mapping will be explored for both environments and character creation. Lighting will be approached from the foundation of traditional cinematography. Additional topics, including negative lighting and global illumination, will also be covered. This course has an additional fee. PREREQUISITE(S): ANI 230 or GPH 250

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ANI 440
COLLABORATIVE SHORT ANIMATED FILM
Graduate
Students will work in small groups to produce short animated films from concept to completion using the media of their choice. Emphasis is placed on a collaborative environment for pitching ideas, visual development and creative problem-solving during production. Different studio methodologies and techniques will be discussed. Each team will face various technical and aesthetic challenges to complete a finished film. PREREQUISITE(S): ANI 421 or ANI 453

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
ANI 444
VISUAL DESIGN FOR GAMES
Graduate
The stages of development in the visual direction of a video game will be identified and detailed, and students will participate in the creation of the visual art direction of a product, giving special attention to the design of 3D models and animation. Visual Design for Games topics include: creating visual direction, concepting, art bibles, art production, and post-production strategies. Students will create proposals, create concepts, iteratively create artwork, and analyze competitive products. PREREQUISITE(S): ANI 446, ANI 425, ANI 105, GD 105, GPH 211 or ART 105 (or equivalent 2D design experience)

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ANI 445
CHARACTER DESIGN
Graduate
Students will be introduced to various methods of creating interesting and original character designs for animated films and games, and then put these approaches into practical use. Methods of creative concepting will include drawing, collage, sculpture and 3D mock-ups. Fundamental visual design and color principles will be stressed, along with the basics of caricature. Students will utilize their character designs in an animated short. PREREQUISITE(S): ANI 230

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ANI 446
GAME ART PIPELINE
Graduate
This course is an introduction to the game technical artist's job. Students learn how to design, engineer, and troubleshoot the game art production pipeline. They study good practices and successful strategies for streamlining at different stages of production process. Projects include analyzing problems and then spec'ing out solutions, creating a workflow for producing and exporting assets to several platforms/engines, and creating instructional documentation. PREREQUISITE(S): ANI 230 and ANI 231

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ANI 450
MOTION CAPTURE
Graduate
This course is a workshop focusing on realistic character motion obtained through motion capture. Students will learn the motion capture pipeline, including character skinning and mapping, planning and directing motion capture sessions, applying motion to a character and motion editing. This course has an additional fee. PREREQUISITE(S): ANI 231 or GPH 438.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ANI 451
ADVANCED MOTION CAPTURE STUDIO
Graduate
This course will enable students with motion capture experience to advance their technical skills and gain experience with practical application in the motion capture studio. Emphasis will be placed on advanced skinning and mapping techniques as well as complex motion capture sessions involving sets, props, and multiple actors. Students will be required to plan, arrange, and direct their own sessions in the motion capture studio. PREREQUISITE(S): ANI 310 or ANI 450

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ANI 452
3D SCRIPTING
Graduate
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. PREREQUISITE(S): ANI 230 and ANI 231

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
ANI 453
ADVANCED 3D SCRIPTING
Graduate
This is an intermediate course in scripting for a 3D production environment. Students will go beyond the introductory course to learn more advanced scripting techniques and practices. Students will learn how to assess a problem/ opportunity in the production pipeline, spec out tools, build an effective tool and produce simple interfaces. PREREQUISITE(S): ANI 452

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ANI 455
STOP MOTION ANIMATION
Graduate
The principles of stop motion character animation in real space are the emphasis of this intermediate level course. Students are introduced to basic armature building, lighting and scene composition, and the designing and fabrication of characters with a variety of materials. Contemporary uses of digital technology to enhance stop motion production will be explored. PREREQUISITE(S): ANI 201 (or ANI 101)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ANI 456
EXPERIMENTAL ANIMATION
Graduate
This course introduces strategies for an experimental approach to animation. Students will study how experimentation relates to both concept and technique, and examine the work of classic experimental animators. This is a production class that requires students to produce a series of short animations in a variety of processes and styles. PREREQUISITE(S): ANI 201 or ANI 101

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ANI 460
ANIMATION GRADUATE SEMINAR
Graduate
This seminar will explore the animator's role in contemporary culture, including careers in entertainment, art, game development and education. A combination of guest speakers, critical readings, animation analysis and group discussion will help students lay a foundation for their graduate study in the field.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ANI 466
CINEMA, ANIMATION AND ART
Graduate
This seminar course focuses on animation and cinema from the standpoint of Modern and Contemporary art. Students study the major styles and themes of historical experimental film and video, and relate these topics to contemporary animation and independent cinema practices. Emphasis is placed on theory and criticism, and how it informs experimental work. Students are expected to discuss work and theory in a seminar setting, and to engage the class material in several research papers.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ANI 470
ACTING FOR ANIMATORS
Graduate
This is acting training designed specifically for the needs of animators, as opposed to stage actors. Utilizing lecture/discussion, examination/deconstruction of animated and live-action film clips, home assignments and a few simple in-class improvisations, this course provides the animator with the skills necessary to deliver dynamic animated character performance. Assessment measures include oral and written reflective analysis, short animated character sketches and class participation. PREREQUISITE(S): 421

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
ANI 478
3D DYNAMICS
Graduate
This course will provide an introduction to dynamic simulation and effects in 3D animation. Topics to be covered include hair and fur, fluid dynamics, smoke and fire, particles, and cloth. An emphasis will be placed on how these effects can enhance an idea or narrative, establish mood, or even be used as a basis for experimental animation. Students will use traditional animation and visual design principles as a basis for creating several small projects. PREREQUISITE(S): ANI 230 and ANI 231

CDM graduate students in the PreReq Phase are restricted from registering for this class.

ANI 479
3D COMPOSITING
Graduate
This course is designed to allow advanced compositors and animators to merge the 2D, 3D and/or live-action video worlds, drawing from a combination of techniques such as motion tracking, compositing, rotoscoping, hand-drawn, cut-out and 3D animation. The goals are to go beyond simply achieving technical proficiency, as we will also focus on learning principles of good animation in preparation for both artistic and commercial endeavors. PREREQUISITE(S): ANI 231

CDM graduate students in the PreReq Phase are restricted from registering for this class.

ANI 480
ANIMATION PRODUCTION
Graduate
Students study the traditional processes used for the production of animation for cinema and games. Topics include pre-production, sound, planning and scheduling, the division of labor, and post-production. Students will apply these methods to their own projects, using the medium of their choice. PREREQUISITE(S): ANI 101 or ANI 201

CDM graduate students in the PreReq Phase are restricted from registering for this class.

ANI 490
TOPICS IN ANIMATION
Graduate
Advanced study in animation focusing on a specific area each quarter. May be repeated for credit. PREREQUISITE(S): ANI 101 or ANI 201 or consent of the instructor.

CDM graduate students in the PreReq Phase are restricted from registering for this class.

ANI 493
TOPICS IN 3D ANIMATION
Graduate
Advanced study in 3D animation focusing on a specific area each quarter. May be repeated for credit. This course has an additional fee. PREREQUISITE(S): ANI 230 or consent of the instructor.

CDM graduate students in the PreReq Phase are restricted from registering for this class.

ANI 540
ANIMATED SHORT FILM PART I
Graduate
This course and its continuation, ANI 541, will concentrate on facilitating the graduate students’ production of a short, independently animated project. The topics of idea generation, experimentation, problem solving, planning and time management, and the process of critical analysis will be applied to the students work, with the choice of animation technique, content and form left to the individual. We will have technical demonstrations on an as-needed basis, depending on the nature of your animations. This course must be taken consecutively with ANI 541 Animated Short Film Part II. PREREQUISITE(S): ANI 440

CDM graduate students in the PreReq Phase are restricted from registering for this class.
ANI 541
ANIMATED SHORT FILM PART II
Graduate
This course is a continuation of ANI 540 Animated Short Film Part I. Throughout the quarter students will continue working on their films, meeting with the instructor for advising, and other students for group critiques. Students will also learn effective post-production strategies as they near completion of their first film. This course must be taken consecutively with ANI 540. PREREQUISITE(S): ANI 540

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

ANI 560
GRADUATE TEACHING SEMINAR
Graduate
This seminar exposes students to effective methods and professional practices of teaching undergraduate and graduate students. A variety of approaches to course materials and projects will be introduced and discussed in detail. In addition to work in class, students will work closely with a faculty member in order to gain first-hand knowledge, including class observation, of practical aspects of creative and academic instruction. PREREQUISITE(S): none

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

ANI 599
INDEPENDENT STUDY
Graduate
Independent study form. PREREQUISITE(S): Consent of dean and consent of instructor required.

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

ANI 639
MFA PRE-THESIS
Graduate
In this course the MFA student will develop the concept and pre-production of their thesis animation through workshops, critiques and assignments. Students will create inspiration and concept art, write a treatment, create a storyboard and animatic as well as research design options to be used on their final film project in ANI 640 MFA Thesis Animation. PREREQUISITE(S): ANI 442

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

ANI 640
MFA THESIS ANIMATION
Graduate
This course is a three quarter class that will concentrate on the graduate students' production, post-production and completion of their final thesis project. Students will have regular critique sessions with their three Thesis Advisors from the animation faculty. The student's project will be presented to the committee upon completion. PREREQUISITE(S): ANI 639

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

ANT 102
CULTURAL ANTHROPOLOGY
Undergraduate
An introduction to current anthropological theories and methods for understanding human cultures from a comparative perspective; includes an analysis of human institutions such as religion, politics, and kinship, and the forces that change them in a variety of societies, small and large scale.

ANT 103
ARCHAEOLOGY
Undergraduate
An exploration of the science of archaeology, the study of past human behavior through material remains. Examines the ways archaeologists gather data and the methods used to analyze and interpret these data to learn about the past and how human societies evolved.
ANT 104
INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY
Undergraduate
This course will examine the biological history of the human species culminating with an exploration of human biological variation in the modern world. Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. The fossil evidence for human evolution will then be considered using comparative data from nonhuman primate ecology to help reconstruct prehistoric lives. Finally, features of biological modernity will be discussed. Particular attention will be given to how human populations utilized biological and behavioral mechanisms to adapt to their environments throughout evolutionary history. The course includes labs.

ANT 105
ANTHROPOLOGY THROUGH FILM
Undergraduate
This course is an introduction to cultural anthropology, the sub-discipline of anthropology concerned with contemporary human cultures, through film. The aim is to convey the anthropological perspective on behaviors and systems that people create. The course will emphasize fundamental concepts, methods, and theories used to study culture.

ANT 106
LANGUAGE AND CULTURE
Undergraduate
Definitions and features of language and communication, and their relationship to thought and culture. Topics include the classification of languages, language acquisition, linguistic variation, language communities, multilingualism, performance, and variability of language use.

ANT 107
CULTURAL DIMENSION OF BUSINESS
Undergraduate
The focus of the course revolves around this question: What difference does it make when people who participate in different systems of meaning-making buy and sell goods and services to each other? We do not have to juxtapose buyers and sellers from the ends of the earth to see the implications of this question. Even within our own society there are cultural boundaries between buyers and sellers that we can observe. Through the readings and discussions, this course will explore these grey areas of business in cross-cultural environments.

ANT 109
FOOD AND CULTURE
Undergraduate
Explores the concept of culture by focusing on people's knowledge of food; it examines the local sameness and global peculiarity of people's food preferences, considering tastes and environmental impacts, health implications, dietary restrictions, and other social impacts.

ANT 120
SCIENCE OF ARCHAEOLOGY
Undergraduate
Archaeology spans the academic worlds of the physical sciences and the social sciences. In this course, the physical science qualities of the discipline are introduced. Students explore the various ways archaeologists use model building, statistical inference, and evidence analysis to reconstruct past human experiences. The course includes two hour of lab and two hours of lecture/discussion per week.

ANT 201
ETHNOGRAPHIC RESEARCH METHODS
Undergraduate
This course is designed to be the introductory anthropology course for majors. This focus is on practicing a selection data selection techniques used by qualitative researchers in the social sciences. Under the supervision of the instructor, students will design and implement a collaborative research project. The techniques to be used may include (but are not limited to) observation, structured and semi-structured interviewing, network analysis, and focused group interviewing. The experience gained in this course prepares students for research activities in future course work, graduate school and professional life. In addition to the practical hands-on training, the course also addresses issues of the relationship of theory to method, ethical concerns in research with human subjects, reflexivity and inter-subjectivity in qualitative research.
ANT 202
ARCHAEOLOGICAL FIELDS METHODS
Undergraduate
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in archaeology.

ANT 203
PROFESSIONALISM AND ETHICS IN ANTHROPOLOGY
Undergraduate
This class explores the many dimensions of what it means to be a professional anthropologist in both applied and academic areas. Students will learn about specialized resources for anthropologists (web resources, library resources, funding resources, career resources), and become familiar with the professional structure of the discipline. A large portion of the course will be devoted to the debate/discussion/exploration of ethical issues that challenge anthropologists through the use of real cases that have confronted researchers in the field, and through an evaluation of the ethical codes of conduct adopted by the primary professional organizations in anthropology.

ANT 204
LINEAGES OF CULTURE THEORY
Undergraduate
This course provides the student with a history of the culture concept tracing the lineages of thought about culture from the nineteenth century to the present. Readings and seminar discussions will present an explicit discussion of how ideas and understanding about culture have changed over time and will introduce students to the main branches of cultural theory, including the Naturalist School; the Utilitarian School, the Code School and the Praxis School. Students will develop the skills and confidence to work with the abstractions and concepts that underlie anthropological research.

ANT 206
WORLD PREHISTORY
Undergraduate
Placing an emphasis on both theory and the latest archaeological and multidisciplinary approaches this overview of world prehistory will look at a series of interesting problems and case studies that provide a taste of the richness of human creativity. Topics include the evolution from foraging lifestyles, through the increased control of nature by early farmers, to the rise of states and empires: this is an examination of the deep and tangled roots of today's societies.

ANT 210
AFRICAN CULTURES (FORMERLY SOC 300)
Undergraduate
Survey of the people and cultures of Africa. Analysis of beliefs, customs, and social organization of traditional African cultures, and the forces of sociocultural change that have affected traditional patterns of life and are necessary to understand contemporary African societies. Formerly SOC 300.

ANT 215
ARCHAEOLOGY OF AFRI CAN DIASPORAS
Undergraduate
Africans have been on the move since the dawn of humanity. Archaeology is one discipline that can inform us about the presence and influence of Africans throughout the world, beginning with our hominid ancestors and continuing through the 20th century. Prior experience with archaeology is not required. Topics include: the evolution and development of our species; migrations within the African continent and abroad; and the cultural insights to be gained from the rapidly-growing field of African-American archaeology.

ANT 220
CULTURES OF EUROPE
Undergraduate
Explores the cultural features of the European experience using ethnographic sources. Focuses on European life at the local level, examines the implications of European Community integration on peoples' lives in various countries, and explores causes of conflict within and between national boundaries. (formerly SOC 300 Regional Ethnology: Peoples of Europe).
ANT 226  
HEMISPHERIC ETHNOGRAPHY: PEOPLES IN THE AMERICAS  
Undergraduate  
This course attempts to understand the cultures that live and interact in our continent. We will look at the historical, economic, political, and social processes that integrate the hemisphere and how cultures and identities spread over many different countries. This will enable us to analyze how local realities can not only be understood in relation to larger historical contexts and transnational processes, but also in relation to ideologies and cultural understandings that shape common experiences.

ANT 230  
CULTURES OF THE PACIFIC  
Undergraduate  
Explores traditional and contemporary cultures of the Pacific. A survey of Oceanic cultures from Australia, Melanesia, Micronesia, and Polynesia; consideration of the geography and geology of Pacific islands; and analysis of the history of contact between Pacific island peoples with Westerners and the consequences for life in the contemporary Pacific. (formerly SOC 300 Regional Ethnology: The Pacific Islands).

ANT 240  
CULTURES OF THE MIDDLE EAST  
Undergraduate  
Explores the cultures and societies of the contemporary Middle East. Focuses on everyday life and practices, such as religion, social organization, art and popular culture. Uses ethnographic sources to examines the historical influence of various civilizations and religions on contemporary Middle Eastern societies from North Africa to Iran.

ANT 241  
WOMEN IN MIDDLE EASTERN SOCIETIES  
Undergraduate  
Explores the experience of women in the Middle East using ethnographic sources from North Africa, the Levant, Arabian Peninsula, Turkey, and Iran. Focuses on the cultural and historical influences on women's lives in this area, and the strategies Middle Eastern women use to negotiate and affect sociocultural change today.

ANT 250  
MATERIAL CULTURE OF MODERN AMERICA  
Undergraduate  
This course combines historical archaeology and material culture studies to examine how material goods both shape and reflect American identity. The course will take an historical approach beginning in the 17th century when most Americans wore homespun clothing and produced their own food, and continue to the 21st century and a time when Americans wear the national colors of Tommy Hilfiger and eat fast food lunches. Often such changes in material culture are characterized as the process of "modernization," and as such, the course will be centered on the relationship between material culture, American identity and conceptions of modernity. Cross-listed with AMS 370.

ANT 252  
MATERIAL CULTURE AND DOMESTIC LIFE  
Undergraduate  
This course explores the social, and economic dynamics of households through material culture. Specifically, this course looks at how material goods structure domestic life, reflect values surrounding family and kinship, and mediate the relationship between individual households and broader levels of social organization such as community, society, and culture.

ANT 254  
HISTORICAL ARCHAEOLOGY OF CHICAGO  
Undergraduate  
This course is a co-requisite for the archaeological field methods course. Students will be participating in an archaeological research project focusing on Chicago's past. The course will include an introduction to the concept of an archaeological research design. Students will engage in historical research using primary documents and analyze archaeological data to address specific research questions about Chicago's recent past.

ANT 202 is a prerequisite for this course.
ANT 256  
MATERIAL CULTURE OF THE OLD WORLD  
Undergraduate  
This course combines archaeology and material culture studies to examine how material goods both shape and reflect human experience in Asia, Africa and Europe. The course will be centered on the relationship between material culture, technology, subsistence patterns and societal complexity. The rise of cities and states in the old world will also be examined.

ANT 260  
HISTORY, MYTH AND RELIGION IN PRECONQUEST MESOAMERICA  
Undergraduate  
An exploration of the history of Mesoamerica before Columbus and the conquistadores from the perspectives of the indigenous peoples, their conquerors, and contemporary scholars, with special emphasis upon the religious and cultural dimensions of Mesoamerican civilization. Cross-listed with REL 360

ANT 270  
HUMAN EVOLUTION  
Undergraduate  
Principles of evolutionary theory and genetics will first be presented to provide a framework for the study of human evolutionary biology. Beginning with the earliest fossil evidence, the course will trace human evolution. Particular attention will be given to the forces of environment and sexual selection at work at various points in time. Data from nonhuman primate ecology will be used to help reconstruct prehistoric lives.

ANT 272  
INTRODUCTION TO MEDICAL ANTHROPOLOGY  
Undergraduate  
This course explores the interrelationships between culture and human health for the purposes of understanding the biosocial origins of disease, systems of treatment, and the global inequalities that shape disease patterns and access to health care resources.

ANT 274  
FORENSIC ANTHROPOLOGY  
Undergraduate  
This course separates fact from media fantasy in the application of anthropological knowledge to determining the cause of death. Specific case studies are presented that show the range of situations confronted by anthropologists who consult with law enforcement agencies.

ANT 280  
ARCHAEOLOGICAL FIELDWORK  
Undergraduate  
This course introduces students to the basic field and laboratory methods used in archaeological research through hands on experience. Students will receive intensive field training in archaeological field methods including excavation, survey, mapping, record keeping, and illustration. The course introduces basic laboratory techniques such as artifact processing, identification, and curation. The methodological training will be integrated through emphases on the place of data collection in the archaeological research process, and the relationship between archaeological data and questions of historical and anthropological importance. This course will provide students with the essential basic field training in archaeology required for both applied work in cultural resource management and continued graduate education in archaeology.

ANT 290  
SPECIAL TOPICS IN REGIONAL ETHNOLOGY  
Undergraduate  
Compares the patterns of sociocultural life in different societies within a particular geographic region in order to gain a general understanding of cultural themes, trends, and historical developments. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 314  
ANTHROPOLOGY OF GENDER  
Undergraduate  
This course examines women's lives cross-culturally using anthropological theories of gender construction to discuss the different meanings of womanhood.
**ANT 317**  
**LANGUAGE, POWER AND IDENTITY**  
**Undergraduate**  
Explores how communication patterns vary cross-culturally. Examines how the language people speak shapes their worldview and their ways of interacting with each other. Students learn basic techniques of analyzing conversations.

**ANT 320**  
**HUMAN VARIATION**  
**Undergraduate**  
Explores the interrelationships between culture and biology in the shaping of social life, including human evolution, sexual differences, "race," and other aspects of human variation.

**ANT 322**  
**COMMUNITY-BASED APPLIED PRACTICE**  
**Undergraduate**  
This laboratory course in the applied anthropology sequence introduces students to the range of anthropological practice in the public and not-for-profit sector. Students will learn about the ways that anthropology has been and can be applied to initiate practical change in communities. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project.

ANT 201, ANT 203 and senior standing are a prerequisite for this class.

**ANT 324**  
**COLONIALISM TO GLOBAL SOCIETY**  
**Undergraduate**  
This course examines long-term trends in the development of capitalist society in terms of both material and social organization from the 15th century to the present. Modeled on the core text, Europe and the People without History by Eric Wolfe, the course seeks to ground students in long-term processes of cultural development and change. These issues will be explored through a combination of archaeological and ethnographic perspectives and evidence.

**ANT 326**  
**TRANATIONAL CULTURES**  
**Undergraduate**  
This course examines the emergence of transnational culture in the modern world. The focus is on relationships and processes that link communities, such as trade, migration, and tourism, and the local experience of these global processes. While classroom discussion will be structured around critical readings of texts, self reflection and value consciousness will be encouraged. To this end, assignments will combine critical readings and guided experiential activities. Students will be tutored in techniques for giving professional style presentations. The course may vary according to faculty interest. Possible foci include labor migration, media, tourism, and/or global consumption.

**ANT 328**  
**INTERNATIONAL APPLIED PRACTICE**  
**Undergraduate**  
Examines various processes of sociocultural change, with emphasis on peoples undergoing or emerging from cultural, political, or economic oppression.

**ANT 330**  
**CLIENT-BASED APPLIED PRACTICE**  
**Undergraduate**  
This laboratory course introduces students to the use of anthropological methods and theories in the private, for-profit sector. Students will learn about the type of work anthropologists are performing in the corporate world such as design and marketing research, product usability studies, and cultural resource management. In addition to learning the professional and ethical responsibilities of practicing anthropologists, students will also gain a practical experience working on an applied project. Formerly ANT 316.

ANT 203 is a prerequisite for this course.
ANT 346
URBAN ANTHROPOLOGY
Undergraduate
Theories and methods of contemporary anthropology and other fields are used to analyze cities and urban life. Cross-culturally explores the processes of urbanization, urbanism (urban culture, subcultures, and ethnic lifestyles), and the notion of images of cities. Recommended for sophomore level or above.

ANT 348
INDIGENOUS POLITICAL STRUGGLES
Undergraduate
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

ANT 356
URBAN ETHNOGRAPHY
Undergraduate
Examines the city as a type of human settlement, focusing on the different forms, functions, images, and ideological perceptions of cities over time and across a number of different cultures. Formerly SOC 356.

ANT 358
ARCHAEOLOGY OF CITIES
Undergraduate
This class provides a general overview of the archaeology of urban settlements. We will begin by asking the question "What is a city?" and look at the different theories that address the nature and origins of early urban settlements. To further examine this question we will focus on Cahokia, the largest prehistoric settlement in North American north of Mexico, and the city of Chicago, a well established urban, industrial center. The second portion of the class will take an even broader comparative approach towards the archaeology of cities by applying the theories and insights gained in the first portion of the course to different world areas. Through these comparisons students will gain a deeper understanding of the diversity of urban forms across time and space, and consider the possibilities of cross-cultural similarities among prehistoric and early historic urban populations.

ANT 360
ISSUES IN GLOBAL HEALTH
Undergraduate
This course focuses on a specific health issue or set of issues in our world. The interrelationships between culture and health in this issue are examined.

ANT 372
CURRENT ISSUES IN ARCHAEOLOGY
Undergraduate
Expressions of culture and heritage are found in museums, public spaces, public events, and other activities such as public archaeology and history programs. This course examines the debates that surround recent developments in the elaboration of heritage as an industry and a practice. Explores issues relating to cultural heritage, Indigenous rights, ethics, museum and material culture studies.

ANT 374
ANTHROPOLOGY AND MUSEUMS
Undergraduate
The course examines the evolving relationships between anthropology and museums. From functional, historical, material and aesthetic perspectives, the relationships between the cultural contexts of objects and museums will be explored. Case studies, guest lectures and site visits (virtual and real) will be used to demonstrate evolving theory, practice, law and ethical implications of collecting objects. Many of the logistical aspects of the museum including the laws and mission statements will also be examined.
ANT 384
ARCHAEOLOGICAL ANALYSIS
Undergraduate
The course is an introduction to the analysis of archaeological data, the interplay between the knowledge people have of the world and the remains and traces of their actions in it; We review the relevant culture theory needed to draw distinctions between analytical stances. We examine how the rhetoric of the research report changes as different analytical stances are selected.

ANT 386
CULTURAL ANALYSIS
Undergraduate
Introduction to cultural analysis, the interplay between the knowledge people have of the world and their actions in it; explores the rudiments of culture theory needed to draw distinctions between analytical stances; examines how the rhetoric of the research report changes as different analytical stances are selected. Cross-listed with INT 204.

ANT 388
PROFESSIONAL RESEARCH TUTORIAL
Undergraduate
This course helps anthropology majors prepare for professional presentations at conferences, research exposition, publications and theses. It uses data collected in another class. The student focuses on developing the communication techniques necessary to meet a professional standard. Honors program students complete the honors program in anthropology with this course. The course is registered using the independent study procedure on Campus Connect. The course is taken normally for 2 credits. Students writing an honors program thesis can take the course for 4 credits.

ANT 390
SPECIAL TOPICS IN ANTHROPOLOGY
Undergraduate
Variable topics in anthropology intended for advanced students. Explores special aspects or areas of anthropology based on particular interests and expertise of the instructor; course content and title will vary with the instructor. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 395
SEMINAR IN ANTHROPOLOGY
Undergraduate
In-depth examination of selected topics in sociocultural anthropology, based either on a geographic area or theoretical theme. Check current schedule of courses for specific topic. Course may be repeated for credit when title and content change.

ANT 102 is a prerequisite for this course.

ANT 396
SENIOR CAPSTONE SEMINAR
Undergraduate
A course for senior anthropology majors, which satisfies the Senior Year Capstone requirement of the Liberal Studies Program. Objectives of the course are: to afford students the opportunity to reflect on the influences in their lives (both in and outside of academics) that directed them toward anthropology as a field of study; to formulate ideas regarding the affect anthropology has on their way of viewing themselves in the world around them; and to pursue research on an anthropologist or anthropological topic.

ANT 397
TRAVEL/STUDY
Undergraduate
Foreign study tours with lectures and research by special arrangement with sponsoring programs. May be taken for multiple credit when courses are not duplicated.

ANT 399
INDEPENDENT STUDY
Undergraduate
Independent Study.
Throughout the second quarter, students finalize their Learning Plans, convene their Academic Committees (comprised of themselves, their Professional Advisor, and their Faculty Mentor) to review their Learning Plans, and upon initial approval, submit their Learning Plans to the Mastery Review Committee (MRC) for approval.

This MAAPS/MSAT foundational course provides participants with skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style.

This area addresses knowledge and understanding of theories, models and/or theoretical frameworks - including implications for practice - that are most relevant to the Focus Area.

This area addresses the systematic gathering of data and interpretation of findings as practiced within the Focus Area and/or related fields.

This session includes orientation of Professional Advisors, and provides opportunity to integrate and apply dynamics of reflective practice, self-assessment, liberal learning, and ongoing collaboration.

This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice.

This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience, and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary.

This session provides further opportunity to integrate and apply dynamics of reflective practice, self-assessment, liberal learning, and ongoing collaboration.

This area addresses the human and structural issues that professionals encounter within practice (work) environments, providing students with the opportunity to consider how their professional role affects and is affected by systems, technology, structure and other people within their practice settings.
AP 558
ASSESSMENT AND INTEGRATION SEMINAR 3
Graduate
This session provides further opportunity to integrate and apply dynamics of reflective practice, self-assessment, liberal learning, and ongoing collaboration.

AP 560
LARGER CONTEXTS
Graduate
This area addresses the issues and problems of the student's focus area within a context that includes at least one of the following: the historical development of the profession over time and its future direction (temporal); the relationship between the profession and the society within which it exists (social, multi-cultural); and/or, the nature of the profession globally (international).

AP 570
ETHICAL ISSUES
Graduate
This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts).

AP 574
REFLECTION ON PRACTICE
Graduate
This area addresses the interplay between thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice.

AP 578
ASSESSMENT AND INTEGRATION SEMINAR 4
Graduate
This session provides further opportunity to integrate and apply dynamics of reflective practice, self-assessment, and liberal learning, as well as planning for program progress.

AP 585
SUPPLEMENTAL COMPETENCE I
Graduate
Student selects a second area from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice in which to develop and demonstrate competence.

AP 586
SUPPLEMENTAL COMPETENCE II
Graduate
As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice.

AP 587
SUPPLEMENTAL COMPETENCE III
Graduate
As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice.

AP 588
SUPPLEMENTAL COMPETENCE IV
Graduate
As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice.
AP 589
SUPPLEMENTAL COMPETENCE V
Graduate
As an option to the Integrating Project, student may elect to develop and demonstrate an additional four areas of professional competence from among Theories, Research, Skills, Communication Modes, Organizational/Interpersonal Dynamics, Larger Contexts, Ethical Issues, and Reflection on Practice.

AP 591
INTEGRATING PROJECT PROPOSAL
Graduate
A concise, well-honed document that clearly delineates the student's readiness to engage in the Final Integrating Project as well as the project's nature and scope. The topic under investigation should be supported by relevant literature in the field and the use of appropriate methods of inquiry.

AP 592
FINAL INTEGRATING PROJECT
Graduate
The Integrating Project is an original, independently conducted project that incorporates elements of theory, practice, knowledge, and skill and demonstrates integration of the Liberal Learning Skills with the professional Focus Area. It serves as the culminating Learning Activity of the program and is intended to make an original contribution to the student's professional field. The topic of the Integrating Project is chosen by the student with the approval of the Professional Advisor and the Mastery Review Committee and typically involves a practice-based problem with an appropriate intervention.

AP 501
LEARNING PLAN RESEARCH AND DEVELOPMENT
Graduate
This course explores the aims of graduate education with particular focus on the program of study leading to the Master of Arts in Integrated Professional Studies: its purpose, scope, philosophy, key roles, and processes. Special emphasis is placed on developing a working draft of the Learning Plan for the individualized portion of the program (i.e., the Focus Area), attaining a fuller understanding of individual fields of professional study, and applying Liberal Learning Skills in professional practice. The process is initiated for establishing an academic committee consisting of the student, the Faculty Mentor, and a Professional Advisor (an established practitioner in the student's professional Focus Area).

Status as a MAAPS student or departmental permission is a prerequisite for this class.

APB 110
EUPHONIUM
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APB 130
FRENCH HORN
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.
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Status as a Graduate Music student is a prerequisite for this class.

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Status as a Graduate Music student is a prerequisite for this class.
APB 470
TRUMPET
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APB 475
TUBA
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APK 150
PIANO
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APK 160
HARPSICHOORD
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APK 450
PIANO
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APK 460
HARPSICHOORD
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

APM 125
ITALIAN DICTION I
Undergraduate
(0 credits) Beginning level Italian and English diction, international phonetic alphabet. CO-REQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APV 100 or APV 400 is a corequisite for this class.
APM 126
GERMAN DICTION I
Undergraduate
(0 credit) Beginning level German diction. CO-REQUISITE: Students must be enrolled in applied voice lessons simultaneously.

APM 125 is a prerequisite and APV 100 or APV 400 is a co-requisite for this class.

APM 127
FRENCH DICTION I
Undergraduate
(0 credit) Beginning level French diction. CO-REQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APM 126 is a prerequisite and APV 100 or APV 400 is a co-requisite for this class.

APM 160
LATIN ACCESSORIES TECHNIQUES
Undergraduate
(2 credits) Class playing techniques for cymbals, triangle, tambourine, and other Latin accessories.

Status as a Music student is a prerequisite for this class.

APM 170
PERCUSSION CONCERT ACCESSORIES TECHNIQUES CLASS
Undergraduate
(2 credits) Class playing technique for cymbals, triangle, tambourine, and other percussion accessories.

Status as a Music student is a prerequisite for this class.

APM 201
INTRODUCTION TO BRASS PLAYING
Undergraduate
(2 credits) This course is designed to introduce basic playing techniques for all brass instruments.

Status as an Undergraduate Music student is a prerequisite for this class.

APM 204
VOCAL COACHING I
Undergraduate
(1 credit) Develop musical and dramatic performance of the repertoire being studied (with special regard to recital material), integrating stylistic considerations, ornamentation, and cadenzas.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 205
JUNIOR RECITAL
Undergraduate
A short, 30-60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Junior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

A petition to major is a prerequisite for this class.

APM 225
ITALIAN DICTION II
Undergraduate
(1 credit) Intermediate level Italian diction.

APM 125 is a prerequisite for this class.
APM 226
GERMAN DICTION II
Undergraduate
(1 credit) Intermediate level German diction.
APM 126 is a prerequisite for this class.

APM 227
FRENCH DICTION II
Undergraduate
(1 credit) Intermediate level French diction.
APM 127 is a prerequisite for this class.

APM 242
ACCOMPANYING CLASS I
Undergraduate
(2 credits) Role of pianist as accompanist in the instrumental repertory. COREQUISITE(S): Must be enrolled in applied piano lessons simultaneously.
Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 244
ACCOMPANYING CLASS II
Undergraduate
(2 credits each) Role of pianist as accompanist in the vocal repertory and introduction to vocal coaching skills. COREQUISITE(S): Must be enrolled in applied piano lessons simultaneously.
Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 245
ACCOMPANYING CLASS III
Undergraduate
(2 credits) Role of pianist as accompanist in the operatic stage rehearsal and a continuation of vocal coaching skills. COREQUISITE(S): Must be enrolled in applied piano lessons simultaneously.
Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 253
INTRODUCTION TO ACTING FOR SINGERS
Undergraduate
(2 credits) Serves as an elective before voice student petitions to major.
Status as an Undergraduate Music student is a prerequisite for this class.

APM 254
INTRODUCTION TO ACTING FOR SINGERS II
Undergraduate
(2 credits) This course is designed to increase basic knowledge of stage terms and methods of preparation for stage performance of music by singers.
Status as an Undergraduate Music student is a prerequisite for this class.
APM 300
ACCOMPANYING PRACTICUM FOR PIANISTS I: VOICE
Undergraduate
(I credit) The course is designed to give students an opportunity to learn different styles and practice accompanying vocalists in studio and performance format.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 301
ACCOMPANYING PRACTICUM FOR PIANISTS II: WINDS
Undergraduate
(I credit) This course is designed to give students an opportunity to learn different styles and practice accompanying wind instrumentalists in studio and performance format.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 302
ACCOMPANYING PRACTICUM FOR PIANISTS III: STRINGS
Undergraduate
(I credit) The course is designed to give students an opportunity to learn different styles and practice accompanying string instrumentalists in studio and performance format.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 303
MUSICAL COACHING FOR SINGERS
Undergraduate
(2 credits) Students meet in a masterclass format for musical and diction coaching in their current repertoire. COREQUISITE: Students must be enrolled in applied voice.

APV 100 or APV 400 is a corequisite for this class.

APM 304
VOCAL COACHING II
Undergraduate
(1 credit) Develop musical and dramatic performance of the repertoire being studied (with special regard to recital material), integrating stylistic considerations, ornamentation, and cadenzas.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 305
SENIOR RECITAL
Undergraduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

A petition to major is a prerequisite for this class.

APM 306
HARPSICHORD PERFORMANCE PRACTICE
Undergraduate
(2 credits) This course is designed to introduce the harpsichord to pianists so that they may gain basic knowledge and understanding, as well as practice, of the this predecessor of the piano.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.
APM 308
BAROQUE PERFORMANCE PRACTICE-INSTRUMENTAL
Undergraduate
This performance-oriented course focuses on the pedagogical stance and practice of interpreting and performing music of the baroque era, mainly 18th century. Open to all instrumentalists, this course is cumulative in its survey of the aspects of Baroque performance practice based on the treatises and various writings of the time as well as current scholarly research done by highly regarded early music specialists.

APM 309
AN ENTREPRENEURIAL APPROACH TO PRESENTING MUSIC IN TODAY’S MARKETPLACE
Undergraduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today’s professional environment. (2 CREDITS)

APM 311
WOODWIND PEDAGOGY
Undergraduate
(2 credits) This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary tools to teach woodwind students of all ages and ability levels.

Status as a Undergraduate Woodwind student who has passed the petition to major is a prerequisite for this class.

APM 315
THE BUSINESS OF MUSIC FROM THE PERFORMER’S PERSPECTIVE
Undergraduate
(2 credits) Explorations of the business aspects of the performing musician. Topics will include unions, networking, free-lancing, audition preparation, taxes, and ethics. Seminar format.

Status as a Music student is a prerequisite for this class.

APM 328
ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE
Undergraduate
(2 credits) Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be performed and rehearsed during the class (Spring Quarter alternate years).

Status as a Undergraduate Woodwind student who has passed the petition to major is a prerequisite for this class.

APM 329
WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION
Undergraduate
(2 CREDITS) an overview of orchestral ensemble skills, with special emphasis on audition preparation and experience. Students will take several auditions over the course of the quarter to improve their understanding of the audition experience. (Spring quarter, alternate years)

APM 331
THE ART OF THE PIANO
Undergraduate
The course is designed to introduce the art of piano playing as a part of broader spectrum of the world culture, and to guide the students in their search for the true mastery, where playing the instrument is identified as an artistic expression of spiritual freedom, and technical prowess is seen as a step to meaningful communication.

APK 150 is a corequisite for this class.
APM 332  
PIANO PEDAGOGY I  
Undergraduate 
(2 credits) History and mechanism of the piano, pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 333  
PIANO PEDAGOGY II  
Undergraduate 
(2 credits) History and mechanism of the piano, pedagogy involving tone, technique, pedal, style and ornamentation; critical evaluation of editions and various teaching materials.

Status as an Undergraduate Keyboard student who has passed the petition to major is a prerequisite for this class.

APM 336  
VOICE PEDAGOGY  
Undergraduate 
(2 credits) Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches-scientific, mechanistic, empirical.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 337  
ALEXANDER TECHNIQUE  
Undergraduate 
(1 credit) Introduction to the Alexander Technique as applied to musical performance. A repeatable class; serves as an elective.

Status as a Music student is a prerequisite for this class.

APM 340  
ORCHESTRAL REPERTOIRE FOR STRINGS I  
Undergraduate 
(2 credits) Study of standard orchestral repertoire in homogeneous instrument classes: Baroque/Classical. A year-long sequence of courses.

Status as a Undergraduate String Performance student who has passed the petition to major is a prerequisite for this class.

APM 341  
ORCHESTRAL REPERTOIRE FOR STRINGS II  
Undergraduate 
(2 credits) Study of standard orchestral repertoire in homogeneous instrument classes: Romantic. A year-long sequence of courses.

Status as an Undergraduate String Performance Major and APM 340 are a prerequisite for this class.

APM 342  
ORCHESTRAL REPERTOIRE FOR STRINGS III  
Undergraduate 

Status as an Undergraduate String Performance Major and APM 341 are a prerequisite for this class.

APM 343  
ORCHESTRAL REPERTOIRE FOR STRING BASS  
Undergraduate 
(2 credits) Students will study, discuss, and perform orchestral excerpts for the string bass. This is a required course for all undergraduate string bass performance majors.
APM 346
PERCUSSION PEDAGOGY
Undergraduate

The Percussion Pedagogy Course presents teaching techniques of all the major percussion instruments, for students of beginning through advanced levels of proficiency. This includes exploring techniques for motivating young students. The course also includes an in-depth examination of pertinent published teaching materials, such as method books and collections.

A petition to major is a prerequisite for this class.

APM 347
ORCHESTRAL REPERTOIRE FOR PERCUSSION
Undergraduate

(2 credits) Study of standard orchestral repertoire.

An Undergraduate Percussion Performance major and a completed petition to major is a prerequisite for this class.

APM 350
INTERPRETATION OF VOCAL LITERATURE I
Undergraduate

(2 credits) Study and demonstration of performance practices (16th-century to present), language orientation in German; stress on performance demonstrated by students. A repeatable class.

Status as a Graduate Voice student or an Undergraduate Voice Performance major with a completed petition to major is a prerequisite for this class.

APM 351
INTERPRETATION OF VOCAL LITERATURE II
Undergraduate

(2 credits) Study and demonstration of performance practices (16th-century to present), language orientation in French; stress on performance demonstrated by students. A repeatable class.

A successful petition to major in Vocal Performance is a prerequisite for this class.

APM 352
INTERPRETATION OF VOCAL LITERATURE III
Undergraduate

Interpretation of Vocal Literature. (2 hrs. each.) Study and demonstration of performance practices (16th-century to present), language orientation in Italian and English; stress on performance demonstrated by students. A repeatable class.

Status as a Guitar Performance Major and APM 377 or permission of instructor are a prerequisite for this class.

APM 353
TECHNIQUES OF THE MUSIC STAGE I
Undergraduate

(2 credits) Study, coaching, rehearsal and performance of music drama and opera. A year-long sequence of courses.

An undergraduate vocal performance major and a completed petition to major is a prerequisite for this class.

APM 354
TECHNIQUES OF THE MUSIC STAGE II
Undergraduate

(2 credits) Study, coaching, rehearsal and performance of music drama and opera. A year-long sequence of courses.

Status as a Guitar Performance Major and APM 377 or permission of instructor are a prerequisite for this class.
APM 356
OPERA WORKSHOP
Undergraduate
(2 credits) This is a results oriented course for students who have completed basic acting/performing studies and are ready to engage those skills in work to be presented for public performance.

APM 353 and APM 354 are a prerequisite for this class.

APM 360
TOPICS IN PERFORMANCE
Undergraduate
(2-4 credits) In depth investigation of a topic in performance studies.

Status as a Music student is a prerequisite for this class.

APM 361
PIANO LITERATURE I: RENAISSANCE, BAROQUE & CLASSICAL
Undergraduate
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

Status as a piano performance student who has passed the petition to major, a graduate keyboard student, or certificate student is a prerequisite for this class.

APM 362
PIANO LITERATURE II: ROMANTICISM
Undergraduate
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

Status as a piano performance student who has passed the petition to major, a graduate keyboard student, or certificate student is a prerequisite for this class.

APM 363
PIANO LITERATURE III: LATE 19th - 21st CENTURY
Undergraduate
(2 credits) The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

Status as a piano performance student who has passed the petition to major, a graduate keyboard student, or certificate student is a prerequisite for this class.

APM 372
ORCHESTRAL REPERTOIRE FOR BRASS
Undergraduate
(2 credits) Study of standard orchestral repertoire.

An undergraduate brass performance major and a completed petition to major is a prerequisite for this class.

APM 373
BRASS CONCEPTS
Undergraduate
(2 credits) A study of brass literature, performance, pedagogy and crucial professional career responsibilities and opportunities.

An undergraduate brass performance major and a completed petition to major is a prerequisite for this class.
APM 374
BRASS INSTRUMENT PERFORMANCE STYLE
Undergraduate
(2 credits) Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations.

A petition to major is a prerequisite for this class.

APM 377
GUITAR HISTORY AND LITERATURE I
Undergraduate
(2 credits) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Undergraduate Guitar Performance student who has passed the petition to major is a prerequisite for this class.

APM 378
GUITAR HISTORY AND LITERATURE II
Undergraduate
Guitar History and Literature II (2 hrs.) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Guitar Performance Major and APM 377 or permission of instructor are a prerequisite for this class.

APM 379
GUITAR HISTORY AND LITERATURE III
Undergraduate
(2 credits) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

Status as a Guitar Performance Major and APM 377 or permission of instructor are a prerequisite for this class.

APM 384
STRING PEDAGOGY I
Undergraduate
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses.

Status as a String Performance or Music Education Major is a prerequisite for this class.

APM 385
STRING PEDAGOGY II
Undergraduate
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses.

Status as a String Performance or Music Education major and APM 384 is a prerequisite for this class.

APM 386
STRING PEDAGOGY III
Undergraduate
(2 credits) Traditional and Suzuki Pedagogy of private instruction for string majors; guitar majors enroll in a separate section. A year-long sequence of courses.

Status as a String Performance or Music Education major and APM 38 is a prerequisite for this class.
APM 387
STUDIO TEACHING AS A PROFESSION
Undergraduate
(cross-listed as APM 384) Strategies and techniques for the professional studio teacher.

A petition to major is a prerequisite for this class.

APM 389
ADVANCED VOCAL DICTION (PREREQ: APM 125,126,127,225,226,227 OR INSTRUCTOR PERMISSION.)
Undergraduate
(2 credits) Advanced study of German, French, or Italian diction. Junior or senior status required. COREQUISITE(S): Students must be enrolled in applied voice lessons simultaneously.

APM 125, APM 126, APM 127, APM 225, APM 226 and APM 227 are a prerequisite for this class.

APM 397
INTERNSHIP
Undergraduate
Status as a Music student is a prerequisite for this class.

APM 398
INDEPENDENT STUDY
Undergraduate
Status as a Music student is a prerequisite for this class.

APM 400
OPERA WORKSHOP
Graduate
(2 credits) This is a results oriented course for students who have completed basic acting/performing studies and are ready to engage those skills in work to be presented for public performance.

Status as a Graduate Music student is a prerequisite for this class.

APM 403
MUSICAL COACHING FOR SINGERS
Graduate
(2 credits) Students meet in a masterclass format for musical and diction coaching in their current repertoire. COREQUISITE: Students must be enrolled in applied voice.

APV 100 or APV 400 is a corequisite for this class.

APM 405
GRADUATE RECITAL
Graduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. This recital is required as partial fulfillment of the degree of Master of Music in Performance and for the post-Masters Certificate in Performance. COREQUISITE: Students must be registered for a total of 4 credits of applied lessons during the quarter the recital is presented.

APM 405 is a prerequisite for this class.

APM 408
BAROQUE PERFORMANCE PRACTICE- INSTRUMENTAL
Graduate
This performance-oriented course focuses on the pedagogical stance and practice of interpreting and performing music of the baroque era, mainly 18th century. open to all instrumentalists, this course is cumulative in its survey of the aspects of Baroque performance practice based on the treatises and various writings of the time as well as current scholarly research done by highly regarded early music specialists.

Status as a Graduate Music student is a prerequisite for this class.
APM 409
AN ENTREPRENEURIAL APPROACH TO PRESENTING MUSIC IN TODAY'S MARKETPLACE
Graduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today's professional environment. (2 CREDITS)
Status as a Graduate Music student is a prerequisite for this class.

APM 411
WOODWIND PEDAGOGY
Graduate
(2 credits) This course is designed to provide students with an overview of the important aspects of woodwind pedagogy. Students will gain the necessary tools to teach woodwind students of all ages and ability levels.
Status as a Graduate Music student is a prerequisite for this class.

APM 414
THE BUSINESS OF MUSIC FROM THE PERFORMER'S PERSPECTIVE
Graduate
(2 credits) Explorations of the business aspects of the performing musician. Topics will include unions, networking, free-lancing, audition preparation, taxes, and ethics. Seminar format.
Status as a Graduate Music student is a prerequisite for this class.

APM 415
ITALIAN DICTION/ LANGUAGE LAB FOR GRADUATE STUDENTS
Graduate
This course is offered in conjunction with the first year of graduate vocal study. It focuses on the translation, pronunciation, grammatical understanding, and interpretation of Italian texts.
Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 416
GERMAN DICTION/ LANGUAGE LAB FOR GRADUATE STUDENTS
Graduate
This course is offered in conjunction with the first year of graduate vocal study. It focuses on the translation, pronunciation, grammatical understanding, and interpretation of German texts.
Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 417
FRENCH DICTION/ LANGUAGE LAB FOR GRADUATE STUDENTS
Graduate
This course is offered in conjunction with the first year of graduate vocal study. It focuses on the translation, pronunciation, grammatical understanding, and interpretation of French texts.
Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 428
ORCHESTRAL REPERTOIRE FOR WOODWINDS I: LITERATURE PERFORMANCE
Graduate
(2 credits) Detailed study of significant woodwind orchestral literature, with special emphasis on improving ensemble skills. Each week will feature new repertoire to be performed and rehearsed during the class (Spring Quarter alternate years).
Status as a Graduate Music student is a prerequisite for this class.
APM 429
ORCHESTRAL REPERTOIRE FOR STRINGS
Graduate
(1 credit) Study of standard orchestral repertoire.
Status as a Graduate String Performance student is a prerequisite for this class.

APM 431
THE ART OF THE PIANO
Graduate
The course is designed to introduce the art of piano playing as a part of broader spectrum of the world culture, and to guide the graduate students in their search for the true mastery, where playing the instrument is identified as an artistic expression of spiritual freedom, and technical prowess is seen as a step to meaningful communication.
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 432
ORCHESTRAL REPERTOIRE FOR STRING BASS
Graduate
(2 credits) Students will study, discuss, and perform orchestral excerpts for the string bass.
Status as a Graduate String Bass Performance student or Music Performance certificate student is a prerequisite for this class.

APM 433
WOODWIND ORCHESTRAL REPERTOIRE II: AUDITION PREPARATION
Graduate
(2 CREDITS) an overview of orchestral ensemble skills, with special emphasis on audition preparation and experience. Students will take several auditions over the course of the quarter to improve their understanding of the audition experience. (Spring quarter, alternate years)

APM 437
ALEXANDER TECHNIQUE
Graduate
(1 credit) Introduction to the Alexander Technique as applied to musical performance. A repeatable class; serves as an elective.
Status as a Graduate Music student is a prerequisite for this class.

APM 441
ACCOMPANYING PRACTICUM
Graduate
(1 credit) The course is designed to give students an opportunity to learn different styles and practice accompanying voice, wind, and string instrumentalists in studio and performance format.
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 442
ACCOMPANYING CLASS
Graduate
(2 credits) Role of pianist as accompanist.
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 443
CHAMBER MUSIC WORKSHOP
Graduate
Status as a Graduate Music student is a prerequisite for this class.
APM 446  
PERCUSSION PEDAGOGY  
Graduate  
(3 credits)  
Status as a Graduate Music student is a prerequisite for this class.

APM 447  
ORCHESTRAL REPERTOIRE: PERCUSSION  
Graduate  
Study of standard orchestral repertoire.  
Status as a Graduate Percussion student is a prerequisite for this class.

APM 451  
PIANO PEDAGOGY  
Graduate  
(3 credits)  Offered Fall Quarter only.  
Status as a Graduate Piano student or Music Performance certificate student is a prerequisite for this class.

APM 453  
ADVANCED TECHNIQUES OF THE MUSIC STAGE  
Graduate  
(2 credits)  
Status as a Graduate Voice Performance student is a prerequisite for this class.

APM 461  
PIANO LITERATURE  
Graduate  
(2 credits)  The purpose of this course is to give piano majors an in-depth look at the role that the piano has played throughout history, not only as a solo instrument but also as a crucial element of any collaborative music making.

APM 471  
BRASS CONCEPTS  
Graduate  
(2 credits)  
Status as a Graduate Brass student is a prerequisite for this class.

APM 472  
ORCHESTRAL REPERTOIRE FOR BRASS  
Graduate  
(1 credit)  Study of standard orchestral repertoire.  
Status as a Graduate Brass student is a prerequisite for this class.

APM 474  
BRASS INSTRUMENT PERFORMANCE STYLE  
Graduate  
(2 credits)  Survey of solo and orchestral performance styles through the principal composers of the 19th and 20th centuries. Analysis of new demands placed on performers in the 21st century. Study of stylistic concepts based on historical, technical, national, and aesthetic considerations.  
Status as a Graduate Music student is a prerequisite for this class.
APM 477
GUITAR HISTORY AND LITERATURE I
Graduate
(2 credits) Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 478
GUITAR HISTORY AND LITERATURE II
Graduate
Guitar History and Literature II. Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 477 or permission of instructor is a prerequisite for this class.

APM 479
GUITAR HISTORY AND LITERATURE III
Graduate
Analytical and historical survey of the literature for plucked instruments from the sixteenth through the twentieth centuries. A year-long sequence of courses.

APM 478 or permission of instructor is a prerequisite for this class.

APM 486
STRING PEDAGOGY
Graduate
(2 credits) Concepts and philosophies, teaching beginners to advancing students, and coaching chamber music.

Status as a Graduate String student is a prerequisite for this class.

APM 487
ADVANCED VOCAL DICTION
Graduate
(2 credits) Advanced study in Italian, French and German diction, phrasing and text translation.

Status as a Graduate Music student is a prerequisite for this class.

APM 488
STUDIO TEACHING AS A PROFESSION
Graduate
Strategies and techniques for the professional studio teacher. (2 credit)

Status as a Graduate Music student is a prerequisite for this class.

APM 496
VOICE PEDAGOGY
Graduate
(2 credits) Study and analysis of fundamentals of vocal training, evidenced in various teaching approaches-scientific, mechanistic, empirical.

Status as a Voice graduate student is a prerequisite for this class.

APM 498
INDEPENDENT STUDY
Graduate
INDEPENDENT STUDY

Status as a Graduate Music student is a prerequisite for this class.
APP 100
PERCUSSION
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APP 400
PERCUSSION
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APS 127
GUITAR
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 160
STRING BASS
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 180
VIOLA
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APS 185
VIOLIN
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.
APV 100
VOICE-STUDIO
Undergraduate
(2 or 4 credits)  Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APV 400
VOICE-STUDIO
Graduate
(2 or 4 credits)  Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APW 115
BASSOON
Undergraduate
(2 or 4 credits)  Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 120
CLARINET
Undergraduate
(2 or 4 credits)  Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 125
FLUTE
Undergraduate
(2 or 4 credits)  Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 135
OBOE
Undergraduate
(2 or 4 credits)  Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.
APW 155
SAXOPHONE
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

APW 415
BASSOON
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APW 420
CLARINET
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APW 425
FLUTE
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APW 435
OBOE
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

APW 455
SAXOPHONE
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

ARB 101
BASIC ARABIC I
Undergraduate
Listening to, speaking, reading and writing Arabic in a cultural context for the beginning student.
ARB 102
BASIC ARABIC II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations.

ARB 103
BASIC ARABIC III
Undergraduate
Further work on the basic elements of the Arabic language, spoken as well as written, with due regard to the cultural context of Arabic expression.

ARB 104
INTERMEDIATE ARABIC I
Undergraduate
Intensive practice in the use of Arabic through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

ARB 105
INTERMEDIATE ARABIC II
Undergraduate
Continuing practice in spoken and written Arabic and further development of reading and listening abilities in an authentic cultural context.

ARB 106
INTERMEDIATE ARABIC III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Arabic with a concomitant heightened awareness of the cultural dimensions of the Arabic language.

ARB 197
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 198
STUDY ABROAD
Undergraduate
Variable credit.

ARB 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 201
ADVANCED ARABIC I
Undergraduate
Advanced reading and comprehension, with emphasis on recognizing and understanding the perspectives and patterns of Arabic culture.

ARB 202
ADVANCED ARABIC II
Undergraduate
Advanced practice in writing and composition, with emphasis on grammatical accuracy, text development skills, and vocabulary expansion.
ARB 203
ADVANCED ARABIC III
Undergraduate
Advanced practice of oral skills in both formal and informal usage, with emphasis on correct pronunciation, sentence structure, appropriate vocabulary, and cultural context.

ARB 297
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 298
STUDY ABROAD
Undergraduate
Variable credit.

ARB 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 300
ARABIC GRAMMAR
Undergraduate
A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence.
ARB 106 is a prerequisite for this class.

ARB 301
ARAB BROADCAST MEDIA
Undergraduate
Intensive study of the vocabulary and expressions of Modern Standard Arabic as used in Arab broadcast media.

ARB 302
ARABIC PRINT MEDIA
Undergraduate
Development of vocabulary and terminology commonly used in Modern Standard Arabic media in order to comprehend oral and written media discourse.

ARB 311
ARABIC SHORT STORIES
Undergraduate
A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture.
ARB 106 is a prerequisite for this class.

ARB 313
ARABIC FILM
Undergraduate
Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture.
ARB 106 is a prerequisite for this class.
ARB 320
BUSINESS ARABIC
Undergraduate
Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context.

ARB 106 is a prerequisite for this class.

ARB 330
ARABIC TRANSLATION
Undergraduate
Focuses on the thorough introduction to translation (including theory) as well as initiation to the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. Three years of college Arabic recommended.

ARB 350
ARABIC LITERATURE
Undergraduate
Survey of Arabic literary forms, including the short story, novel, and poetry, selected to help students explore how these major literary forms shape what the writer perceives and express, and how the reader receives and interprets the text. Students will be expected to develop their critical skills (read, analyze, and appraise literary texts), to synthesize their observations, and to express their ideas clearly and persuasively orally and in writing.

ARB 397
SPECIAL TOPICS IN ARABIC
Undergraduate
See schedule for current offerings.

ARB 398
STUDY ABROAD
Undergraduate
Variable credit.

ARB 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

ARB 400
ARABIC GRAMMAR
Graduate
A comprehensive review of Arabic grammar with focus on its application to the development of communicative competence. Cross-listed with ARB 300.

ARB 401
ARAB BROADCAST MEDIA
Graduate
Intensive study of the vocabulary and expressions of Modern Standard Arabic as used in Arab broadcast media. Cross-listed with ARB 301.

ARB 402
ARABIC PRINT MEDIA
Graduate
Development of vocabulary and terminology commonly used in Modern Standard Arabic media in order to comprehend oral and written media discourse. Cross-listed with ARB 302.
ARB 411
ARABIC SHORT STORIES
Graduate
A survey of the history and development of short stories in Arabic literature from various Arab countries with focus on language, content analysis, forms, and cultural content relevant to major elements of Arab culture. Cross-listed with ARB 311.

ARB 413
ARABIC FILM
Graduate
Survey of the development of Arabic films in the Arab world with examination of sample works from various periods that allow reflection on Arab culture and the social, political, and religious issues that define that culture. Cross-listed with ARB 313.

ARB 420
BUSINESS ARABIC
Graduate
Content-based instruction with focus on business vocabulary, syntax, and basic linguistic skills necessary for functioning in an Arab business context. Cross-listed with ARB 320.

ARB 430
ARABIC TRANSLATION
Graduate
Focuses on the thorough introduction to translation (including theory) as well as initiation to the latest technologies available to translators: web-based dictionaries, thesauruses, etc. Introduces students to various translation techniques and emphasizes the need for technical knowledge as required by specific fields. Cross-listed with ARB 330.

ARB 450
ARABIC LITERATURE
Graduate
Survey of Arabic literary forms, including the short story, novel, and poetry, selected to help students explore how these major literary forms shape what the writer perceives and express, and how the reader receives and interprets the text. Students will be expected to develop their critical skills (read, analyze, and appraise literary texts), to synthesize their observations, and to express their ideas clearly and persuasively orally and in writing. Cross-listed with ARB 350.

ARB 497
SPECIAL TOPICS IN ARABIC
Graduate
See schedule for current offerings.

ARB 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

ARB 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

ART 101
DIGITAL TOOLS FOR VISUAL THINKERS
Undergraduate
As digital media become a requisite aspect of the artist and designer's professional preparation, this foundation level course focuses on building basic skills in the most common digital imaging tools. The course will cover two applications, one pixel-based imaging (Photoshop), and one vector-based imaging (Illustrator). It is designed to give students an introduction to how these applications can be used as ideational tools for exploring visual problems, possibilities and solutions, how they can be used to create digital images for output and how they can be integrated with traditional analog media and tools.
ART 104
CREATING ART
Undergraduate
A studio course that uses visual problems and critical discussions to develop creative and perceptual abilities; relates these abilities to the principles of art in cultural and historic contexts (non-art majors).

ART 105
TWO-DIMENSIONAL FOUNDATIONS
Undergraduate
Development of perceptual ability through the analysis of two dimensional concepts of line, shape, value, texture, color, space and organization. Materials Fee.

ART 106
BEGINNING DRAWING
Undergraduate
Introduction to composition, line and rendering in black and white drawing media. Basic techniques for descriptive and expressive use of drawing media. Materials Fee.

ART 107
THEATRE DRAWING I
Undergraduate
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the Theater School. Two credit hours. Open to Theatre students only.

Must be a student in the Theatre School.

ART 108
THEATRE DRAWING II
Undergraduate
ART 107 and a student in the Theatre School are prerequisites for this course.

ART 109
THEATRE DRAWING III
Undergraduate
Must be a student in the Theatre School.

ART 110
BEGINNING PAINTING
Undergraduate
An introduction to basic organizational and technical concepts in painting. The preparation and proper use of materials is also stressed.

ART 105 is a prerequisite for this class.

ART 113
THREE DIMENSIONAL FOUNDATIONS
Undergraduate
Development of perceptual ability through the analysis of three-dimensional concepts of line, shape, material, light, movement, and organization. Materials Fee.
ART 114
FOUR DIMENSIONAL FOUNDATIONS
Undergraduate
This course is an introduction to the shared elements and principles of time-based art forms. Course will examine those elements and principles on examples of three time-based mediums: performance (body art), video, and one of interactive art forms that uses Flash software. Students at the beginning of each three-week session will be introduced to one of three mediums with gradual project development and execution at the end of three-week period. Lectures, demonstrations, exercises, and in-class and home assignments and assigned readings about the process, form, and content specific to time-based art forms, will be main vehicles for delivering the course content to students.

ART 115
BEGINNING SCULPTURE
Undergraduate
An introduction to traditional and contemporary approaches to sculpture with an emphasis on clay modeling, plaster casting, and carving. Studio core course. Materials Fee.

ART 118
THINKING PHOTOGRAPHY
Undergraduate
This is a required course for Media Arts majors. It takes a critical and historical look at "the arts of mechanical reproduction" and lens-based image making. As a lecture class, it may include some very basic shooting exercises that could easily be carried out by "snapshot" or disposable cameras - either film or digital.

ART 200
ART & ARTISTS IN CONTEMPORARY CULTURE
Undergraduate
This course will use a mixed lecture/discussion format and thematic approach to consider works on art and design produced in the last 30 years as a means of contextualizing recent works of art. The primary approach to this material will be from the perspective of the artmaker (artist or designer), for whom art theory, criticism, and history are crucial tools for developing effective and meaningful work. For that reason, this class will be taught by studio faculty. The class will make extensive use of the city's contemporary museums, galleries, exhibitions and works of public art to emphasize the social, economic, and political context from which works of art and design emerge as indicators or signposts of contemporary cultural concerns. Students cannot receive credit for both ART 200 and ART 222.

ART 204
VISUAL COMMUNICATION
Undergraduate
A studio course applying visual principles of communication to written presentations using the most common PC graphics programs mostly Photoshop and Illustrator. (non-art majors and art majors).

ART 205
COLOR THEORY AND APPLICATION
Undergraduate
Explorations into the use of color in both paint and computer applications. Materials Fee.

ART 206
INTERMEDIATE DRAWING
Undergraduate
Continued development and exploration into the rendering of space with an introduction to a wider range of drawing media and contemporary art applications in drawing. Materials Fee.

ART 101 or instructor permission is a prerequisite for this course.
ART 210
INTERMEDIATE PAINTING I
Undergraduate
A development of skills and concepts beyond the basic level. Problems that stress advanced concepts of theme, color and spatial design are studied. Materials Fee.

ART 105 and 110 are a prerequisite for this class.

ART 211
INTERMEDIATE PAINTING II
Undergraduate
Intermediate Painting II. Materials fee.

ART 105, ART 106 and ART 110 are a prerequisite for this class.

ART 212
WATERCOLOR PAINTING
Undergraduate
The investigation of aqueous medium in thin transparent washes, using a variety of subjects. Spontaneity of medium is stressed in order capture the nuance of color and light. Materials Fee.

ART 105 or ART 106 or instructor permission is a prerequisite for this course.

ART 213
SPACE DESIGN
Undergraduate
Application of three-dimensional principles to basic issues of space and object design. Introduction to professional presentation techniques. Materials Fee.

ART 113 and ART 115 are a prerequisite for this class.

ART 214
CERAMIC SCULPTURE
Undergraduate
An exploration of ceramic techniques for constructing and firing expressive sculptural forms. Materials Fee.

ART 113 is a prerequisite for this class.

ART 215
INTERMEDIATE SCULPTURE
Undergraduate
Introduction to basic wood and metal working techniques for producing constructed sculpture. Focuses on modern and contemporary issues in sculpture. Materials Fee.

ART 115 is a prerequisite for this class.

ART 217
ADVANCED THREE-DIMENSIONAL DESIGN
Undergraduate
Advanced investigation of three dimensional design concepts. Course is a sequel to ART 213. Materials Fee.

ART 113, ART 115 and ART 213 are a prerequisite for this class.

ART 218
FIGURE DRAWING
Undergraduate
A study of the human figure through an exploration of anatomy combined with various drawing processes. Materials Fee.

ART 106 is a prerequisite for this class.
ART 219
BEGINNING FIGURE SCULPTURE
Undergraduate
This course provides opportunities for learning how to represent the dynamic human figure in three dimensions and welcomes students with no experience in figure studies as a first introduction to the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students will be taught basic technical and eye/hand coordination skills necessary to depict the human figure three dimensionally as well as basic understanding of the proportions of the human figure and ability to implement them. This course will also introduce to students the concept of the human figure as a dynamic three dimensional entity. Students will have an opportunity to work from a nude model for nine weeks, examining human anatomy, body proportions and different gesture poses.

ART 106 or ART 115 or instructor permission is a prerequisite for this course.

ART 223
LIGHT, COLOR, AND PHOTOGRAPHY
Undergraduate
Principles of image making with lenses, mirrors and photographic processes. Discusses the physical properties of light and color including those used in laser and holography.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course,

ART 224
BEGINNING DIGITAL PHOTOGRAPHY
Undergraduate
An introduction to digital photographic processes emphasizing photographing with digital cameras, image correction and modification and printing.

ART 225
BEGINNING PHOTOGRAPHY
Undergraduate
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes. Replaces 206 as a core course for the Media Arts. Materials Fee.

ART 226
VIDEO ART
Undergraduate
An introductory level course designed to familiarize students with the uses of video in a variety of artistic practices. These encompass non-narrative treatments in a multiple forms including single and multi-use of monitors and projection, installation, and performance. Hands-on skills will be developed and will be edited in Final Cut. HD cameras are available for check out at the art department.

ART 227
DIGITAL IMAGING FOR ART AND DESIGN
Undergraduate
Students will develop dexterity and finesse as digital illustrators and imagers using two of the most powerful and ubiquitous computer software tools available in contemporary design: Adobe Photoshop & Adobe Illustrator. Manual drawing and traditional photographic techniques will be applied to the development of digital images. The primary focus will be on analytic problem solving and developing students' abilities to create complex images, illustrations and icons that effectively convey content and create context.

ART 101 and ART 105 are a prerequisite for this class.

ART 228
COMPUTER APPLICATIONS FOR DESIGN II
Undergraduate
This course will introduce students to professional layout techniques including page templates, formatting and preparing files per industry-specific guidelines for spot and process color offset printing. Students will design complex, multi-page documents utilizing intermediary layout, typographic and illustration skills. A broad range of conceptual layout principles and additional procedural preparations and “pre-flighting” expectations will be examined. Adobe InDesign will be the layout software utilized. HIGHLY RECOMMENDED: ART 260.

ART 101, ART 105, ART 227, and ART 264 are a prerequisite for this class.
ART 229  
PRINTMAKING I  
Undergraduate
Training in the artistic possibilities of a variety of techniques, including wood-cut, intaglio and mono-print, used in the production of limited edition prints. Materials Fee.

ART 105 and ART 106 are a prerequisite for this class.

ART 230  
ISSUES IN ENVIRONMENTAL DESIGN  
Undergraduate
Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including graphic, product, architecture, landscape architecture and urban design. We will explore the history and practice of eco-design as well as sustainable design in modern cultures. The environmental impact of design will be examined in relation to everyday products, as well as the consumer culture that feeds their mass production. Examples of excellence will be explored through the examination of case studies; local demonstrations will illustrate the theme of ‘restorative design; and artists projects that address environmental issues will also be studied. The underlying theme is the connection between culture and nature, and how we much reduce our negative impact on systems that support all life while building positive systems that support all life.

ART 245  
MIXOLOGY: COMBINING 2D MEDIA AND PROCESSES  
Undergraduate
This is an intermediate course utilizing varied 2D media and processes including digital imaging. This will allow students to explore contemporary means and sensibilities through media that reflect a broader range of visual, material and conceptual interests. This will give students a larger repertoire to choose from when making images. Building on the knowledge of oil painting materials and techniques that students gain in the ART 110 Beginning Painting course, ART 245 will also utilize water-based painting materials such as watercolor, gouache, acrylic polymers and gel media. Students will explore techniques such as collage, frottage, stamping, stenciling, relief printing, found image transfer and digital print output in combination with painting and drawing media.

ART 105, ART 106 and ART 110 are a prerequisite for this class.

ART 260  
ART & DESIGN I: HISTORY, CONCEPT, STRUCTURE  
Undergraduate
This course introduces the world of graphic design in a social and historical context. The goals are to explore formal structures and research methods with emphasis on the role of analysis and conceptual thinking as the first tasks of the print and multi-media designer. The course includes basic instruction to typography.

(ART 101 and ART 105) or ANI 105 are a prerequisite for this class.

ART 264  
TYPOGRAPHY I  
Undergraduate
Study of the formal structures of letter forms and text. Exploration of typography to intend meaning, emphasizing the relationship between form and content.

(ART 101 and ART 105) or ANI 105 are a prerequisite for this class.
ART 283
INTEGRATING ART INTO THE CURRICULUM AND THE COMMUNITY
Undergraduate
This course brings DePaul students into a Chicago grade school to incorporate art into the curriculum. It is a hybrid course that involves some Independent Study in which the students organize their schedule in conjunction with a grade school classroom teacher, and some required classes that they must attend on campus at a prescribed time and day. Students are off campus for approximately 10 class sessions. At the start of the quarter, students are given a theoretical background in community-based art education, ethical issues, and social engagement. Working in teams, students will observe in the classrooms to gain a sense of the grade school community and the existing curriculum. DePaul students will then develop and teach a specific lesson plan in collaboration with the classroom teacher. The objective will be to produce a creative learning experience that co-mingles art and a core subject such as science or social studies. Teaching this art integrated lesson will be an essential aspect of the learning experience. Students will meet back at the DePaul classroom at designated intervals for information, reflection, and the analysis of their experience and their impact on the grade school community, in relations to the theoretical examples from the beginning of the course. These reflections take varied forms: discussion, role-playing exercise, presentation, and papers. Approved for JYEL and cbSL credit.

ART 289
EXPERIMENTAL VIDEO ART
Undergraduate
This course continues the exploration of video as a means of artistic expression with advanced, conceptual, experimental and creative uses of video and sound. Topics include sound art, editing, professional lighting techniques, as well as documentary, theory and history of avant-garde film/video. HD digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express.

ART 226 or instructor permission is a prerequisite for this course.

ART 290
STUDIO WORKSHOP
Undergraduate
Off campus training in specific studio processes by noted Chicago artists in ceramics or wood working. May be repeated up to 8 hours credit.

ART 291
MURAL PAINTING
Undergraduate
This class has a central focus on the art of mural making. Students will have a hands on experience as they design and execute a mural at a predetermined site. The students will also learn the strategy and design factors of planning a mural piece of their own. This piece will be at a real venue, executed as a small scale illustration brd. piece. This will be done in the classroom in the last part of the qtr. The class functions as a studio class as it meets for 6 hrs. weekly. A minimum of 25 service hours is required. And having either drawing or painting experience on the collegiate level is recommended highly for this class. This class is certified for cbSL and JYEL credit.

ART 292
COMMUNITY VIDEO PRODUCTION
Undergraduate
The heavy emphasis on experiential learning of this course will combine classroom instruction on documentary video production with student fieldwork. Over the course of the term, students will plan, produce and substantially complete a videotape project for a community client. Through the production of a video project specifically designed for a community organization, students will be able to practice production techniques that they learn in the classroom while gaining insight about how video can bring attention to community needs and thus make an impact on communities (outside the classroom). Our goal for this course is to bring students to the point of understanding and mastering the technical elements of video production and understanding these processes within an experiential and service learning context, such that through working on documentary projects, students will come to a point of understanding the history and contemporary needs of a particular community group and how the creation of a finished video can address some of those needs. Students will work to produce projects that are thoughtful, important and technically polished. This class is certified for cbSL and JYEL credit.
ART 293
CHINA IN TRANSITION: SOCIAL PERSPECTIVES IN FILM & PHOTOGRAPHY IN CONTEMPORARY CHINA
Undergraduate
The course content will engage a wide range of issues such as the tension and history of the women's rights movement, the reconstruction of values in gender and sexuality, and the ever-changing urban infrastructures in the economically driven culture. Film and photography are the rising new media for documenting and responding to social issues by scholars, filmmakers and artists expressing the Chinese experience. The methodology of this class will deconstruct and decode three common cultural stereotypes: American representations of China, Chinese official representations of itself, and universal representations of one's experiences as a traveler. Through dialogue and cross-reading materials, we compare films, photography, sites/field trips, interviews and journalistic materials to search for the reality and social issues beneath the visual representation. This course emphasizes the aesthetic, the theory and the hands-on experience of using video and photography during the trip (including a brief lecture on composition, framing and digital photography and/or possible video shooting techniques). We will share finished assignments in group critiques and reading discussions - in both cases, they will be the primary means of evaluation in class. In a critique, students will present their work for response and analysis in relation to the given assignment through a class discussion. This dialogue is intended to be evaluative, to provide constructive criticism and to develop critical thinking skills. This course is open to non-art majors and no prerequisite is required.

ART 294
GENIUS LOCI: ROMAN ARCHETYPES OF PLACE IN VISUAL CULTURE
Undergraduate
This is a semester long study trip to Rome that offers a thematic studio/art history experience concerned with the role that Rome has played in shaping our understanding of place as expressed in visual culture. This course will include such topics as: the influence of Roman approaches to urban organization and development; the influence of national academies in Rome on Western developments in art and architecture, Piranesi and the articulation of utopic and dystopic models derived from Roman culture; the spatial collage of Roman architectural enveloping and fragmentation; illusion and perspective as perceptual puzzle and ideological signifier; and Pasquino and the expression of vox populi in public space. The unique circumstance of urban Rome, where 2500 years of building activity are embedded in the fabric of contemporary life, offers an opportunity to involve students in an interdisciplinary examination of how human needs and desires shape our built environment and are shaped by it.

ART 302
TOPICS IN THE HISTORY OF CINEMA
Undergraduate
Courses on the history of cinema that explore the form, content and historical significance of the media. Taught in the College of Communication with cross-list in Art.

ART 306
ADVANCED DRAWING
Undergraduate
An advanced approach into historical and contemporary approaches to issues and techniques of drawing. Materials Fee.

ART 106 and (ART 206 or ART 218) or instructor consent is a prerequisite for this class.

ART 309
DIGITAL SCULPTURE
Undergraduate
Creating computer models of sculpture and their execution using digital cutters. Materials Fee.

ART 113 and ART 115 are a prerequisite for this class.

ART 310
ADVANCED PAINTING I
Undergraduate
Development of advanced skills in painting with work in a more independent approach to concepts and techniques. Materials Fee.

ART 105, ART 106, ART 110 and ART 210 are a prerequisite for this class.
ART 311  
ADVANCED PAINTING II  
Undergraduate  
Advanced Painting II.

ART 105, ART 106, ART 110, ART 210 and ART 310 are a prerequisite for this class.

ART 312  
FIGURE PAINTING  
Undergraduate  
An introduction to the study of the painted figure in environmental settings. Light, color and spatial illusion are stressed. Materials Fee.

ART 105 and ART 106 is a prerequisite for this class.

ART 313  
PERFORMANCE/INSTALLATION ART  
Undergraduate  
In this upper level course students will utilize their previously acquired skills and background from their respective areas of specialty (painting, drawing, sculpture, photo, video, sound, web and computer application etc) in a new conceptual and spatial context by creating specific environments (installation) and using their bodies in those environments (performance). These hybrid art projects will be presented in a real space and live performance format. Additionally using video and photo documentation as sources, students will create another project in digital format. Students will have the option to concentrate on only one aspect of the course; either installation or performance using either digital or non digital (or combined) formats for their projects.

One 200-level studio course or instructor permission is a prerequisite for this course.

ART 315  
ADVANCED SCULPTURE  
Undergraduate  
Exploration of advanced sculptural themes and techniques determined by the student in consultation with the instructor.

ART 106, ART 113, ART 115 and ART 215 are a prerequisite for this class.

ART 316  
ADVANCED SCULPTURE II  
Undergraduate  
Sequel course to ART 315 to allow the completion of extensive projects. Materials Fee.

ART 106, ART 113, ART 115, ART 215 and ART 315 are a prerequisite for this class.

ART 317  
ADVANCED FIGURE SCULPTURE  
Undergraduate  
This course will provide an expansion and enrichment of skills in modeling the human figure for students with a basic background in the figure. All class work will be done from a nude model. Home assignments will consist of figure drawings either from departmental Open Studio Figure Drawing sessions or from assigned figure drawings of great masters. Students in this course will develop farther their technical and eye/hand coordination skills necessary to depict the human figure three dimensionally in a more professional manner as well as full understanding of the proportions of the human figure and the ability to implement them freely in a dynamic human figure. Course will also point towards the potential possibility of the exploration, conceptualizations and interpretations of the human figure within the contemporary art context or other applications related to the students' interests.

ART 215 or ART 218 or ART 219 or instructor permission is a prerequisite for this course.

ART 318  
ADVANCED FIGURE DRAWING  
Undergraduate  
Encourages the application of perceptual and media skills gained in figure drawing to more advanced and personal works on paper. Materials Fee.

ART 106 and ART 218 are a prerequisite for this class.
ART 321
INTERMEDIATE DIGITAL PHOTOGRAPHY
Undergraduate
This course is a project-based, conceptually oriented exploration of digital photography stressing the uses of the Digital Single Lenses Reflex camera as a tool for image capturing. Class content includes an intermediate to advanced level of digital photographic processes, manipulation, lighting and printing techniques. Central to the approach of the course is an emphasis on thoughtfully and critically considering digital processes as an outgrowth of historically established uses of the medium.
ART 224 or instructor permission is a prerequisite for this course.

ART 323
INTERMEDIATE PHOTOGRAPHY
Undergraduate
An extension of the skills acquired in Beginning Photography with and emphasis on additional photographic formats and documentary situations. Materials Fee.
ART 225 is a prerequisite for this class.

ART 324
PRINTMAKING II
Undergraduate
An advanced course designed for students who have had previous technical experience with the various printmaking media. The goal of this course is to enable students to investigate personal concerns and objectives through an ambitious and concentrated body of work. An emphasis is placed on the development of personal imagery and aesthetic goals.
ART 229 or instructor permission is a prerequisite for this course.

ART 325
ADVANCED PHOTOGRAPHY PROJECTS
Undergraduate
Project-centered course in which students may work with analog and/or digital processes. The goal of this course is to investigate more deeply and expand more broadly students’ familiarity with photography as an expressive medium. This course will further highlight the role of photography as a significant contemporary art form, looking at a number of ways that artists explore and present complex ideas through photography. Class time will be divided between lectures, presentations, discussions, class critiques and lab work.
Two photography courses, at least one of which at the 300 level or instructor permission are prerequisites for this course.

ART 326
SPECIAL TOPICS IN EXPERIMENTAL VIDEO ART
Undergraduate
Advanced explorations of video as a form of artistic expression. Each course will have a unique focus, such as installation art, video and performance, experimental narrative or experimental documentary. This course may be repeated for credit assuming a change in topic. HD Digital cameras will be provided by the art department. Hands-on skills will be developed and projects will be edited in Final Cut Express.
ART 226 or instructor permission is a prerequisite for this course.

ART 328
DOCUMENTARY PHOTOGRAPHY
Undergraduate
Exploration of photographic concepts and techniques used in artistic, journalistic and sociological documentation. Materials Fee.
ART 225 is a prerequisite for this class.

ART 329
ADVANCED DIGITAL PHOTOGRAPHY
Undergraduate
A computer-based exploration of photography employing digital cameras, digital scanning, photo-editing software and color printing. Materials Fee.
ART 225 and (ART 101 or ART 227) or consent of instructor are a prerequisite for this class.
ART 330
PRINTMAKING-ETCHING
Undergraduate
An introduction to the various methods and techniques in the century old process of etching, with an emphasis on both traditional and modern approaches. Materials Fee.

ART 105 and ART 106 is a prerequisite for this class.

ART 331
PRINTMAKING-SERIGRAPHY
Undergraduate
A beginning level course designed to teach the student the basic screen printing techniques, materials and equipment and their proper usage. Materials Fee.

ART 105 and ART 106 is a prerequisite for this class.

ART 332
TOPICS IN PHOTOGRAPHIC PRACTICE
Undergraduate
Focused investigations of specific aesthetic, technical or conceptual issues in the practice of photography. Materials Fee.

ART 224 or ART 225 or consent of instructor is a prerequisite for this class.

ART 333
COMPUTER APPLICATIONS FOR DESIGN: PRE-PRESS
Undergraduate
Builds on skills learned in ART 228. Explores specific areas of graphics and design focusing on pre-press, and exposes students to advanced software. It is highly recommended students take ART 358 before taking this class.

ART 227, ART 228, ART 260, and ART 264 are a prerequisite for this class.

ART 334
SENIOR DESIGN PORTFOLIO
Undergraduate
In this course senior students review previous course projects and prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews and/or graduate school. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development.

ART 227, ART 228, ART 260, ART 264, and ART 358 are a prerequisite for this class.

ART 345
ADVANCED MIXED MEDIA
Undergraduate
This course is the sequel to ART 245 Mixed Media Painting and as such is a content driven course with emphasis on understanding medium and material as symbol and idea. The course will offer students a more in-depth understanding of materials and techniques studied in ART 245 as well as prepare them for more conceptually advanced work in painting.

ART 105, ART 106, ART 110 and ART 245 are a prerequisite for this class.
ART 348
ART AND DESIGN III: CLIENT AND COMMUNITY
Undergraduate
This course enables students to research varied communities, complex information systems, processes, tools, and materials involved in the client-based component of visual communications. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate the communication needs of an organization or business, develop design solutions that fulfill those needs, and negotiate the process between designers and clients. Objectives of the course include: improving student’s developing design skills to an advanced level, creating awareness of current design trends, supporting student’s development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions. While it is preferably taken in the senior year, this course will still fulfill the Junior Year Experiential Learning requirement and is required for all Art & Design Majors.

ART 227, ART 260, ART 264, and ART 358 are a prerequisite for this class.

ART 358
ART AND DESIGN II: WORD AND IMAGE
Undergraduate
This course explores word and image “texts” within the realm of visual art and design, including analysis of meaning and structure, concrete design composition and communication to specific audiences. Readings, studio projects and discussion of existing design and communication theory in understanding and creating commercial and fine arts works comprises the content of the course.

ART 227, ART 260 and ART 264 are a prerequisite for this class.

ART 359
PUBLICATION DESIGN
Undergraduate
Design of magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed.

ART 227, ART 228, ART 260, and ART 264 are a prerequisite for this class.

ART 363
ADVERTISING DESIGN
Undergraduate
Explores the function and practice of design in advertising in both social and art historical contexts. It is highly recommended students take ART 358 before taking this class.

ART 227, ART 260 and ART 264 are a prerequisite for this class.

ART 364
COMPUTER APPLICATIONS IN ART
Undergraduate
Use of Photoshop and Illustrator in the design and execution of paintings, drawings, and prints. Materials Fee.

ART 101, ART 105, ART 106 and ART 110 are a prerequisite for this class.

ART 369
TYPOGRAPHY II
Undergraduate
Advanced investigation into typography and text for verbal and visual expression.

ART 227, ART 260, ART 264 and ART 358 are a prerequisite for this class.

ART 377
PHOTOJOURNALISM [CROSS-LISTED AS JOUR 276]
Undergraduate
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes within the context of photojournalism. Cross-listed as JOUR 276.
ART 383
SERVICE LEARNING IN THE ARTS INTERNSHIP
Undergraduate
This course seeks to expose the student to the workings of a professional artist in order for the student to both gain professional experience in the concentration area of their degree and to be of service to a community group that can use the student's help. Students will be assigned an internship in consultation with the instructor and meet several times during the quarter to reflect on their service experience with other interns.

ART 384
ART-RELATED INTERNSHIPS FOR FOR-PROFIT ORGANIZATIONS
Undergraduate
This is a four hour credit supervision class for any Art major or minor that has arranged for an internship with a For-Profit organization to do art-related activity. The class would be viewed as Independent Study, and the student do many of the same activities as in Art 383. the student could get JYEL credit for this class.

ART 385
WEB DESIGN I
Undergraduate
This course is designed to provide a studio-based investigation of web-based and networked art utilizing Logic Studio and Adobe Web Design programs, in combination with an introduction into basic HTML and Javascript. Students will learn the process as well as skills needed to develop conceptual and functional multimedia web pages using image, time, motion and sound.

ART 114 or ART 224 is a prerequisite for this class.

ART 386
WEB DESIGN II
Undergraduate
This course provides an in depth-exploration on web authoring. Students will explore advanced HTML and Javascript as well as creating interactive site using Adobe Flash.

ART 227, ART 228, ART 264 and ART 385 are a prerequisite for this class.

ART 390
ADVANCED STUDIO PROBLEMS
Undergraduate
Intensive studio experience for students who have completed the requirements in their media specialty.

Junior or Senior standing and status as an Art, Media and Design major or Art minor are a prerequisite for this class.

ART 392
SENIOR STUDIO SEMINAR
Undergraduate
An intensive capstone seminar of contemporary art theory and studio practice in the student's area of concentration. Required for graduation in Studio Art and in Media Arts. Materials Fee.

Senior standing and status as an Art, Media and Design major or Art Minor are a prerequisite for this class. Juniors may attend with instructor's consent.

ART 393
SENIOR DESIGN SEMINAR
Undergraduate
The goal of this capstone class are to research, discuss and critique contemporary design issues as the culmination of the liberal studies coursework with the emphasis on the concentration of art and design. Design methodology and analysis will be surveyed by examining key texts in the field. A different central question and/or project will organize the class each time it is offered. Each question and/or project will be geared towards grappling with communication to diverse audiences, contemporary historical and cultural trends that affect communication, and the use of digital technologies to communicate. This course aims to ensure a familiarity with the ethical, pragmatic, philosophical, theoretical and aesthetic issues that face designers as they enter the workforce and culture that will aid in their responsible participation in the field.

ART 227, ART 228, ART 260, ART 264, and ART 358 are a prerequisite for this class.
ART 394
PROFESSIONAL PRACTICE IN THE STUDIO
Undergraduate
An intensive capstone experience in the professional, business, and legal skills needed to manage a career in Studio Art or Media Arts. Required for graduation with a Studio Art or a Media Arts concentration.

Senior standing and status as an Art, Media and Design major or Art Minor are a prerequisite for this class. Juniors may attend with instructor's consent.

ART 395
SPECIAL TOPICS IN STUDIO PRACTICE
Undergraduate
Focuses on studio specialties and techniques not encompassed by the general art curriculum.

ART 396
INTERNSHIP
Undergraduate
Arranges fieldwork or employment in the student's field of study. Utilizes the extensive professional studios and art institutions of Chicago and other international art facilities as well. Up to 12 hours of credit.

Junior or Senior standing and status as an Art, Media and Design major or Art minor are a prerequisite for this class.

ART 399
INDEPENDENT STUDY
Undergraduate
Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.

ART 405
ADVANCED COLOR
Graduate
Advanced color applications in Studio Art and Media Arts.

ART 105 is a prerequisite for this class.

ART 427
DIGITAL ART
Graduate
Digital art applications in Studio Art and Media Arts

ART 101 and ART 105 are a prerequisite for this class.

ART 460
WEB ART AND DESIGN
Graduate
Web Art and Design study and explorations.

ART 101 and ART 105 are a prerequisite for this class.

ART 461
ART AND PHOTOGRAPHY
Graduate
Selected Topics in Art and Photography.
ART 489
VIDEO ART
Graduate
An advanced level course designed to introduce students to the uses of video within a variety of artistic practices including installation, projection and performance as well as linear, single-channel non-narrative, non-documentary pieces. This course will take a "theory/practice" approach. Instruction will combine a study of the historical uses of video in the art world as well as the theoretical and critical perspectives on the practices of a wide range of artists who use video. Hands-on application of these concepts will be applied to the students’ own work, culminating in a finished project by the end of the term which will be edited in the computer application Dreamweaver, Flash and Fireworks. Basic literacy with Macintosh platform is required. Graduate students will do extra work for this class.

ART 490
ADVANCED TOPICS IN STUDIO ART
Graduate
Intensive studio art experience in the student's media of choice. May be taken for variable credit (1-4).

ASL 101
AMERICAN SIGN LANGUAGE I
Undergraduate
Introduction to fundamentals of standard American Sign Language (ASL), for students with no prior experience in signing.

ASL 102
AMERICAN SIGN LANGUAGE II
Undergraduate
Introduction to fundamentals of standard American Sign Language (ASL), for students with no prior experience in signing. ASL 101 or equivalent, including placement test or permission of instructor, is recommended.

ASL 103
AMERICAN SIGN LANGUAGE III
Undergraduate
Introduction to fundamentals of standard American Sign Language (ASL), for students with no prior experience in signing. ASL 102 or equivalent, including placement test or permission of instructor, is recommended.

ASL 104
INTERMEDIATE AMERICAN SIGN LANGUAGE I
Undergraduate
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 103 or equivalent, including placement test or permission of instructor, is recommended.

ASL 105
INTERMEDIATE AMERICAN SIGN LANGUAGE II
Undergraduate
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 104. ASL 104 or equivalent, including placement test or permission of instructor, is recommended.

ASL 106
INTERMEDIATE SIGN LANGUAGE III
Undergraduate
Intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 105. ASL 105 or equivalent, including placement test or permission of instructor, is recommended.

ASL 199
INDEPENDENT STUDY
Undergraduate
Variable credit.
ASL 201
ADVANCED COMMUNICATION I
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. ASL 106 or equivalent recommended.

ASL 202
ADVANCED COMMUNICATION II
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 201. ASL 106 or equivalent recommended.

ASL 203
ADVANCED COMMUNICATION III
Undergraduate
Advanced level intensive practice in the use of American Sign Language, and continued enhancement of the cultural awareness intrinsic to those skills. Continuation of ASL 202. ASL 106 or equivalent recommended.

ASL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ASL 305
AMERICAN SIGN LANGUAGE LITERATURE
Undergraduate
This course will focus on selected ASL videotapes and films ranging from the early 1900's to the present. It shares similar elements and functions with any literature in any language. Students will study the historical background of deaf actors and actresses in silent films, analyze the content of stories, discuss grammatical features in ASL or ASL expressions signed by deaf people, and discuss the various signing registers and styles revealed in these contents. ASL 106 or equivalent and ASL 201-203 recommended.

ASL 310
DEAF CULTURE
Undergraduate
This course is an introduction to concepts and issues in Deaf culture and the Deaf community. Emphasizes the Deaf community as a linguistic and American cultural minority, and the importance of language, education of the deaf people, values, traditions, political activism and diversity in this group. ASL 106 or equivalent and ASL 201-203 recommended.

ASL 352
ASL LINGUISTICS
Undergraduate
This course provides an introductory overview and comparison of the major linguistic structures of American Sign Language. Includes: morphology, syntax, discourse structure and sociolinguistics.

ASL 106 is a prerequisite for this class.

ASL 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

ASL 499
INDEPENDENT STUDY
Graduate
Variable credit.
ASM 101
Best Practices in Association Management  
Continuing Education
ASM 102
Legal Issues for Association Managers  
Continuing Education
ASM 103
Financial Management  
Continuing Education
ASM 104
Human Resource Management for Emerging Leaders  
Continuing Education
ASM 106
Board Development and Volunteer Management  
Continuing Education

AT 519
MAIN THEORIES  
Graduate
This area addresses knowledge and understanding of theories, models and/or theoretical frameworks - including implications for practice - that are most relevant to the Focus Area.

AT 529
METHODS OF RESEARCH  
Graduate
This area addresses the systematic gathering of data and interpretation of findings as practiced within the Focus Area and/or related fields.

AT 539
SPECIALIZED SKILLS  
Graduate
This area involves identifying skills that are particular to the profession and the context(s) in which these skills are applied. The emphasis is on actual demonstration of specialized skills used in practice.

AT 549
COMMUNICATION MODES  
Graduate
This area involves facility with communication modes relevant to professional practice in the focus area. It requires an understanding of the relationship among key communication variables (the message, the method, the audience, and the context), a repertoire of communication strategies, and a dexterity or ease of access permitting the professional to adapt communication strategies to changing situations as necessary.

AT 559
ORGANIZATIONAL AND INTERPERSONAL DYNAMICS  
Graduate
This area addresses the human and structural issues that professionals encounter within practice (work) environments, providing students with the opportunity to consider how their professional role affects and is affected by systems, technology, structure and other people within their practice settings.

AT 569
LARGER CONTEXTS  
Graduate
This area addresses the issues and problems of the student's focus area within a context that includes at least one of the following: the historical development of the profession over time and its future direction (temporal); the relationship between the profession and the society within which it exists (social, multi-cultural); and/or, the nature of the profession globally (international).

AT 579
ETHICAL ISSUES  
Graduate
This area addresses the relationship between beliefs and assumptions regarding humanity, good/evil, right/wrong, etc., and behavioral outcomes (including conflicts).
AT 589
REFLECTION ON PRACTICE
Graduate
This area addresses the interplay between thinking, doing and reflecting in the often-ambiguous and complex contexts of daily practice.

AT 598
SPECIAL TOPICS
Graduate
Special Topics

BBE 97
100 FIELD EXPERIENCE HOURS IN ESL / BE DOCUMENTED
Graduate
(non-credit) Required of all Bilingual Bicultural students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses.

BBE 305
THEORETICAL FOUNDATIONS IN BILINGUAL EARLY CHILDHOOD DEVELOPMENT
Undergraduate
(4 credits) This course is designed to equip bilingual childhood teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, sociopolitical and legal foundations of bilingual education programs in the United States. It will examine different models of language education programs: immersion, ESL pullout, transitional bilingual education, maintenance bilingual, enrichment or dual language. It will also address psycholinguistic and sociolinguistic principles upon which they are based.

BBE 306
FOUNDATIONS OF ENGLISH AS SECOND LANGUAGE INSTRUCTION IN EARLY CHILDHOOD EDUCATION
Undergraduate
Candidates explore English as a Second Language (ESL), theory and practice as it applies to young children and their families. Candidates also study the sociocultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 330
LATINOS AND EDUCATION
Undergraduate
This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyzes the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 402
BILINGUAL-BICULTURAL PROGRAM DESIGN AND CURRICULUM DEVELOPMENT
Graduate
(4 credits) Reviews theory and application of curriculum development to bilingual instructional programs, such as design, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal bilingual education program models are examined and analyzed. Includes a review of multiethic literature and literacy that advocates for students' self-concept, acceptance, and sense of identity (includes 15 clinical hour requirement).
BBE 404
LANGUAGE, LITERACY AND CULTURE
Graduate
(4 credits) Examines the interdisciplinary study of language and literacy in their cultural, social, and political contexts, with emphasis on linguistically diverse communities and the implications for human developmental processes. Explores the social and political conditions that endorse different language and literacy practices and doctrines and create anti-bilingual education ideologies in the U.S. Topics include language and literacy and ethnicity, identity, social class, and gender, among other related topics.

BBE 406
SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
Graduate
(4 credits) Presents theoretical constructs of bilingual schooling in the U.S. and other multilingual societies from historical, theoretical and sociocultural perspectives. Emphasizes issues in bilingual education related to the sociocultural and legal aspects of language policy and bilingual education in the U.S. The historical trajectory of language policy and bilingual education in the U.S. is discussed in reference to Native American languages and early European settlers' language schooling practices. The focus shifts to 20th and 21st century bilingual education and immigration policies that have influenced both the advocacy for and opposition to bilingual education as well as the movement to make English the official language in the U.S.

BBE 407
EQUITY ISSUES IN ASSESSMENT
Graduate
(4 credits) Examines assessment procedures, including standardized and performance-based, as well as ethical standards and practices used in the assessment of culturally and linguistically diverse students. Equity and legal issues related to assessment practices, research, first and second language acquisition, bilingualism, cultural and sociopolitical issues related to assessment are discussed. Emphasizes existing biases in assessment and non-discriminatory assessment practices and policies. National, state, and local assessment policies are examined (includes 15 clinical hour requirement).

BBE 408
BILINGUAL EARLY CHILDHOOD DEVELOPMENT THEORETICAL FOUNDATIONS
Graduate
This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical, political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and the psycholinguistic and sociolinguistic principles upon which they are based.

BBE 409
ENGLISH AS A SECOND LANGUAGE INSTRUCTIONAL FOUNDATIONS IN EARLY CHILDHOOD SETTINGS
Graduate
Candidates explore English as a Second Language (ESL), theory, and practice as it applies to young children and their families. Candidates also study the socio-cultural, pedagogical, linguistic, and political issues underlying current models of education for non-English speaking children, as well as models for ESL instruction in early childhood settings. Critical emphasis is placed upon theories that support young learners in second language acquisition.

BBE 425
BILITERACY PRACTICES IN BILINGUAL EDUCATION AND ESL
Graduate
(4 credits) Analyzes and evaluates methods and materials used in bilingual education and ESL programs. Stresses effective instructional strategies and best practices in first and second language literacy development and content learning. Reviews language teaching approaches and cooperative models of learning relating to development of reading and writing in the first and second language. Presents the acquiring language through content learning versus learning language programs. Investigates appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of language distribution issues (includes 15 clinical hour requirement).
BBE 466
FIRST AND SECOND LANGUAGE ACQUISITION
Graduate
(4 credits) Addresses the relationship between language development and use and social, emotional, cognitive, and physical development of children. Introduces the study of bilingualism by examining theoretical constructs and research in psycholinguistics, sociolinguistics, and applied linguistics. Includes an analysis of language contact phenomena, cross-linguistic transfer, language alteration, language shift and loss, and bilingualism (includes 15 clinical hour requirement).

BBE 474
READING AND ELLS
Graduate
(4 credits) This course examines current theories of second language acquisition, literacy teaching and learning for English language learners (ELLs), and explores the relationships between the first and second language as it relates to the approach to teaching for transfer with ELLs. This course links theory and practice by examining pedagogical approaches that most effectively promote ELLs reading and writing development. Multicultural and multilingual characteristics of ELLs are also discussed as they relate to their literacy development. Other factors that impact the academic achievement of ELLs in relation to literacy, such as include sociocultural, sociolinguistic, and sociopolitical dimensions of teaching ELLs. This course is designed to assist teachers with a specialization in reading to develop expanded understandings of theoretical and pedagogical perspectives related to the literacy and language processes of students learning English as a new language. In addition, literacy assessment in the first and second language represented by standardized testing as well as authentic performance-based evaluations are also presented.

BBE 476
BILITERACY PRACTICES: SECONDARY/ADULT
Graduate
(4 credits) Analyzes and evaluates current research and pedagogical approaches used in second language programs in relation to literacy instruction in the secondary and adult classroom settings. The course focuses on effective instructional strategies and best practices in first and second language literacy development. Special attention is given to content area learning in relation to acquiring literacy skills in a second language for secondary students. The course reviews language and literacy instructional approaches and cooperative models of learning related to the development of reading and writing in the first and second language. Discussions center on issues of acquiring language and literacy skills through content instruction as well authentic and performance-based assessment. Investigates appropriate first and second language development in bilingual, ESL and foreign language classrooms, focusing on the different aspects of literacy and subject matter learning (includes 15 clinical hour requirement).

BBE 490
MULTICULTURAL AND MULTILINGUAL CHILDREN’S LITERATURE
Graduate
(4 credits) This course will use multicultural and multilingual children's books to survey pluralism and linguistic diversity. Students will analyze folk and modern literature, including application of literary and culturally responsive criteria to these selections. Students will explore means of teaching using multicultural literature to encourage diverse learners and learning styles. Students will evaluate literature for its literary value as well as cultural acceptability. Students will read a broad variety of current multicultural literature for children and young adults. Students interested in specializing in one specific age group or grade level may focus their literature selections on literature appropriate for specific ages. Genres of children's and young adult literature will be examined and criteria for selection and renewing collections for school and public libraries will be discussed. Notable authors, poets, and illustrators of children and young adult literature will be studied with an emphasis on those who contribute to bilingual, multilingual, and multicultural, and multiethnic collections. The use of children's and young adult literature to develop literacy, particularly for ELLs will be studied and the use of children's and young adult literature in meeting national, state, and district standards will be discussed. Children's and young adult literature will be examined from diverse perspectives in particular literature reflecting African American, Asian, Latino, and Native American cultures. However, students will read literature from all cultural groups including traditional children's and young adult literature.

BBE 510
SPECIAL TOPICS IN LANGUAGE EDUCATION
Graduate
This course is designed to explore a specific area of study in the field of linguistics, such as sociolinguistics, psycholinguistics, applied linguistics, language planning and policy, and cognitive bilingualism, among other related topics. The particular focus of study will vary and change as the course is offered.
BBE 520
RESEARCH METHODS IN BILINGUAL & BICULTURAL STUDIES
Graduate
(4 credits) Introduces students to, and engages them in reading, research design within the context of bilingual-bicultural education and second language learning and instruction. Students will consider important linguistic and sociocultural issues in language education as examined with various research methods, including quantitative, qualitative, and mixed methods. Students will conduct and present a mini-action research project about their own learning and development, and will write a cogent review of literature about a personally meaningful topic, problem, or issue related to language and culture education. For many students, this paper forms the beginning stages of their BBE Masters thesis or M.Ed. paper. (includes 15 clinical hour requirement) PREREQUISITE(S): SCG 410 or SCG 610.

SCG 410 or SCG 610 is a prerequisite for this class.

BBE 524
METHODS OF TEACHING ESL
Graduate
(4 credits) Course examines the relationship of reading and writing development to second language acquisition in ESL contexts. Discusses various learning and teaching approaches that effectively extend English language learners' literacy and language skills. Explores the literacy progress of native and non-native speakers of English by examining the theoretical perspectives of language and literacy development (includes 15 clinical hour requirement).

BBE 526
THEORETICAL FOUNDATIONS OF TEACHING ESL
Graduate
(4 credits) Presents an introduction to the field of English as a second language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second language acquisition and their application to classroom practices. The different factors influencing the acquisition of English as a second language are examined as well as current research in applied linguistics and different approaches to language teaching.

BBE 530
LATINOS AND EDUCATION
Graduate
This course examines historical and current issues related to the education of Latinos in the US that includes PK-12 and higher education. The course explores the sociolinguistic, theoretical, historical, sociocultural, legal, and political contexts that shape the educational experience of Latinos in the US. Demographic trends and data are examined in light of the various characteristics that make up the diverse Latino population. The course also analyses the theoretical, historical, and political constructs of bilingual schooling and the underlying assumptions and implications for Latino students. Current research conducted by prominent scholars in the field are presented and examined. The course considers factors that influence, positively or negatively, the educational attainment of Latino students. The readings and class discussions emphasize how power relations in the wider society influence patterns in Latino education outcomes and policy-making. The course also examines arguments, assumptions, and interpretations of current and past legislation in regards to the education of Latinos in the US.

BBE 554
METHODS OF TEACHING ESL: ELEMENTARY
Graduate
4 credits) The course provides an in-depth study of instructional approaches and curricular designs for the second language elementary classroom setting. Presents reviews and critiques specific methods and strategies for teaching second language learners, as well as comparative methods of learning the first and second language. Emphasizes methods for implementing constructivist strategies such as cooperative leaning, thematic approach, flexible grouping, and sheltered instruction. The course provides guidelines for planning effective lessons using both thematic units and content-based subject matter. A critical focus of this course is on teaching and learning ESL through the content areas for elementary students (includes 15 clinical hour requirement).

BBE 556
METHODS OF TEACHING ESL: SECONDARY/ADULT
Graduate
(4 credits) The course explores the theoretical underpinnings and the applications of second-language theories and cultural knowledge to ESL teaching methodology and curriculum design in secondary and adult classroom settings. In addition, various approaches to second language teaching and learning as well as methods for modifying lessons to suit the needs of second-language learners to enhance their acquisition and use of English are presented. Concentrates on assisting educators in the development of appropriate strategies for teaching speaking, listening, reading, writing, and grammar in ESL environments. A major focus of this course is on teaching and learning ESL through the content areas through effective lessons panning using both thematic units and content-based subject matter. The course explores constructivist approaches such as sheltered language instruction (includes 15 clinical hour requirement).
BBE 560  
SECOND AND WORLD LANGUAGE ACQUISITION  
Graduate  
(4 credits) This course is an introduction to the theoretical study of second or world language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, and age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 1).

BBE 570  
METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12  
Graduate  
(4 credits) The purpose of this course is to provide the theoretical, research, and pedagogical foundations that underpin effective instructional practices for world language teaching and learning through the content areas. The central premise of the course is to reformulate world language instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. This methods course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. Issues surrounding integrated instruction are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 2).

BBE 588  
INDEPENDENT STUDY IN BILINGUAL BICULTURAL EDUCATION  
Graduate  
Permission required.

BBE 589  
THESIS RESEARCH IN BILINGUAL-BICULTURAL EDUCATION  
Graduate  
(4 credits) A student writing a thesis registers for this course for four quarter hours of credit. When the thesis research and writing of the thesis are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

BBE 600  
REGISTERED STUDENT IN GOOD STANDING  
Graduate  
(0 credit) Registration in this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

BBE 608  
CAPSTONE IN BILINGUAL-BICULTURAL EDUCATION  
Graduate  
Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required.
BBE 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

BIO 115
INTRODUCTION TO BIOLOGY
Undergraduate
Deals with the scientific method, biological chemistry, structure, function, and heredity of cells and organisms, evolution and ecology. Cannot receive credit for both BIO 115 and BIO 155.

BIO 118
MARINE BIOLOGY
Undergraduate
Study of marine diversity, marine ecosystems, and connections between oceans and humans. Student cannot receive credit for both BIO 118 and 160.

BIO 120
THE SCIENCE AND ART OF VISION
Undergraduate
This course will provide an introduction to the form and function of the human visual system, including its evolutionary origins, the processes of visual development, and the way in which specific visual anomalies alter higher-order processing. In addition, it will consider how specific aspects of visual function have an impact on the creation and perception of the visual arts.

BIO 121
INFECTIOUS DISEASES AND IMMUNITY
Undergraduate
This course is designed to introduce students to the world of microorganisms, especially those which cause infectious diseases and to explain how the immune system protects the body against these organisms. Cannot receive credit for both BIO 121 and BIO 161.

BIO 122
INTRODUCTION TO PALEOBIOLOGY
Undergraduate
This course focuses on the concepts and practices of paleobiology, the scientific study of the biology of extinct organisms preserved as fossils.

BIO 123
INHERITANCE IN HUMANS
Undergraduate
An examination of genetics in the human species, including the inheritance of ordinary traits, genetic diseases, and those complex attributes to which inheritance contributes, such as behavior and intelligence. Formerly BIO 203.

BIO 124
VERTEBRATES: DIVERSITY AND EVOLUTION
Undergraduate
Examines vertebrate diversity and the interrelationships among vertebrate groups including humans. The quantitative component will include several data processing exercises that address: 1) how vertebrates are related and how those relationships are determined using phylogenetic trees, 2) species descriptions and analyzing morphological differences among species and 3) graphical interpretations. Formerly BIO 204.
BIO 126
BRAIN AND BEHAVIOR
Undergraduate
Examines basic concepts in neurobiology. Specifically how the brain is organized, how it sends messages throughout the body, and how these messages turn into daily activities such as seeing, eating, and walking. How these behaviors are altered due to disease or injury of the brain is also discussed. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 206.

BIO 128
STRESS, HORMONES AND THE NERVOUS SYSTEM
Undergraduate
A study and discussion of the basic concepts of stress and stressors, and their effects on the functioning of the Nervous System, the Endocrine System and the Immune System; the feedback influence of hormones and neurochemicals on cerebral processing, and the relation of these phenomena to health and behavioral medicine. Formerly BIO 208.

BIO 132
MEDICAL TESTS AND TRIALS
Undergraduate
Is fiber good for you? Are cell phones bad? Participants in this course will learn how to analyze popular health claims and medical studies using a computer spreadsheet (Excel). Topics include: design of health studies, data collection, statistical analysis, common biases and errors, and sources of health data on the World Wide Web. Formerly BIO 212.

LSP 120 is a prerequisite for this class.

BIO 134
HOW THE HUMAN BODY WORKS
Undergraduate
Fundamentals of human body functions through an examination of organs and organ systems. The quantitative component of this course will explore the concepts of scientific discovery through structured out-of-class projects. Cannot receive credit for both BIO 202 and BIO 134. Formerly BIO 224.

BIO 155
INTRODUCTION TO BIOLOGY WITH LABORATORY
Undergraduate
This lecture-laboratory course deals with the scientific method, biological chemistry, structure and function of cells, organs, and organ systems, heredity, evolution and ecology. Course includes a laboratory experience involving biological concepts discussed in class. Cannot receive credit for both BIO 115 and BIO 155. Lab fee

BIO 156
FOOD, FUEL FOR LIFE
Undergraduate
Food from a biological perspective: defined at the chemical and biochemical level and as it fuels life through metabolism and nutrition. Other topics include improving foods by traditional breeding and new genetic engineering technology, food production, sustainable agriculture; food safety issues, and feeding world populations.

BIO 160
MARINE BIOLOGY WITH LAB
Undergraduate
Study of marine diversity; marine ecosystems; and connections between oceans, the atmosphere, and humans. Lecture-Laboratory. Cannot receive credit for both BIO 118 and BIO 160.

BIO 161
INFECTIOUS DISEASES AND IMMUNITY WITH LABORATORY
Undergraduate
This course is designed to introduce students to the world of microorganisms with particular emphasis on how microorganisms cause disease and the actions of the human body in fighting disease. This course includes a laboratory experience to reinforce concepts and introduce students to practical aspects of disease causing microorganisms. Cannot receive credit for both BIO 121 and BIO 161.
BIO 162
THE BRAIN: BIOLOGY AND BEHAVIOR
Undergraduate
Explores basic concepts in neurobiology, including the organization and evolution of the vertebrate system, how the nervous system sends messages through the body and how these messages are translated into the variety of human behaviors. Alterations in behavior due to brain disease or injury is also discussed. The laboratory elaborates on lecture material and provides insight into how scientific reasoning and testing can help to discover how the brain works. Lab fee. Cannot receive credit for both BIO 126 and BIO 162. Formerly BIO 239.

BIO 163
PRINCIPLES OF BIOLOGY
Undergraduate
The course is designed to introduce the student to several important principles of Biology, including aspects of cell biology, genetics, ecology, development, and evolution. The course will involve labs on each of these topics as they are addressed, requiring the student to accumulate and analyze data and to be involved in summarizing and presenting this data to the class. Lab fee. Formerly BIO 256.

BIO 164
AVIAN BIOLOGY
Undergraduate
A foundation in the study, knowledge, and appreciation of birds. Use of field techniques to monitor and measure free-ranging bird populations in an experiential learning situation. Contributes to understanding of interaction and interdependency of nature through study of avian life. Lab fee. Formerly BIO 257.

Junior or Senior standing is a prerequisite for this class.

BIO 166
INTRODUCTION TO PLANT BIOLOGY WITH LAB
Undergraduate
This course deals with the characteristic features of higher plants, plant products that are beneficial to humans, structure, physiology and ecology of cultivated plants, and modern horticultural and genetic approaches to the improvement of plants and plant productivity.

BIO 191
GENERAL BIOLOGY I FOR SCIENCE MAJORS
Undergraduate

MAT 130 is a prerequisite for this class.

BIO 192
GENERAL BIOLOGY II FOR SCIENCE MAJORS
Undergraduate
Introduction to evolution, ecology, organismal development and diversity. Lecture-laboratory. Lab fee. Formerly BIO 102.

MAT 130 and BIO 191 are a prerequisite for this class.

BIO 193
GENERAL BIOLOGY III FOR SCIENCE MAJORS
Undergraduate
Deals primarily with diversity and development within the plant and animal kingdoms including basic principles of physiology. Lecture-laboratory. Lab fee. Formerly BIO 103.

MAT 130 and BIO 192 are a prerequisite for this class.

BIO 201
MAMMALIAN ANATOMY
Undergraduate
Structure of the mammalian organism. Lecture-laboratory. Lecture emphasis on the human; laboratory emphasis on the feline. Lab fee.
BIO 202
MAMMALIAN PHYSIOLOGY
Undergraduate
Introduction to concepts and mechanisms of human organ system function including respiratory, cardiovascular, renal, muscular, nervous, endocrine and digestive systems. Lecture-laboratory. Lab fee. Cannot receive credit for both BIO 202 and BIO 134.

BIO 206
BIOSTATISTICS
Undergraduate
A survey of a variety of statistical methods used to analyze biological data.
BIO 193 or instructor consent is a prerequisite for this class.

BIO 209
PLANT BIOLOGY
Undergraduate
A study of plant evolution, diversity, reproduction, developmental plant anatomy, regulation of plant growth and development, and plant physiology. Lab fee.
BIO 193 is a prerequisite for this class.

BIO 210
MICROBIOLOGY
Undergraduate
Biology of microorganisms with emphasis on viruses, bacteria, fungi, and protozoa. Lecture-laboratory. Lab fee.
BIO 191 is a prerequisite for this class.

BIO 215
ECOLOGY
Undergraduate
Study of organismal interactions; responses of individuals, populations and natural communities to their external environment. Lecture-laboratory. Lab fee.
BIO 193 is a prerequisite for this class.

BIO 220
PRINCIPLES OF BIOTECHNOLOGY
Undergraduate
This course will address aspects of the research and methodologies used in Modern Biotechnology, and place the field in the context of current societal and ethical concerns.
BIO 191 is a prerequisite for this class.

BIO 230
EPIDEMIOLOGY
Undergraduate
This course will involve the study of the frequency and distribution of human disease. Students will learn how the health of a population is measured, and how medical interventions are quantitatively evaluated. Students will analyze data from historical and modern health studies, including population surveys, case-control studies, cohort studies, and clinical trials for prevention and treatment.
BIO 103 is a prerequisite for this class.
**BIO 235**  
**EVOLUTION**  
**Undergraduate**  
This lecture/laboratory course will examine basic selection, population genetics, development, speciation, extinction, systematics, and the history of evolution. In the lab, students will learn some of the modern research methods used in the study of evolution. Lab fee.

BIO 191, BIO 192 and BIO 193 are a prerequisite for this class.

**BIO 250**  
**CELL BIOLOGY**  
**Undergraduate**  
Fundamentals of cell form and function studied at the molecular and organelle level, including basic cellular biochemistry, ultrastructure and physiology. Lecture-laboratory. Lab fee.

BIO 193 and (CHE 134 or CHE 138) are a prerequisite for this class.

**BIO 260**  
**GENETICS**  
**Undergraduate**  
Transmission of heritable traits, nature of genetic material, manner of its expression, its mutability, and its significance with respect to organismal and species variation. Lecture-laboratory. Lab fee.

BIO 191 and BIO 193 are a prerequisite for this class.

**BIO 270**  
**COMPARATIVE VERTEBRATE ANATOMY**  
**Undergraduate**  
This lecture-laboratory course will provide students with an integrated study of the diversity, anatomy, and evolutionary history of vertebrates. The course will focus on the skeletal system and highlight the evolution of body plan in vertebrates, covering topics such as the geologic history of Earth, a survey of vertebrate groups, and the structures and functions of body parts, along with their evolutionary implications. The laboratory portion will include observation of various specimens of vertebrates.

BIO 193 is a prerequisite for this class.

**BIO 290**  
**TOPICS IN BIOLOGY**  
**Undergraduate**  
Occasional courses offered at intermediate levels. See the schedule of classes for current offerings. 2 or 4 quarter hours.

Sophomore standing is a prerequisite for this class.

**BIO 301**  
**ANIMAL BEHAVIOR**  
**Undergraduate**  
An exploration of the types of animal behavior and modifiers of behavior as based on neuroendocrine function, with special emphasis on Felids. Lecture - Field Studies. Laboratory required. Lab fee.

BIO 191, BIO 192 and BIO 193 are a prerequisite for this class.

**BIO 302**  
**STUDENT LABORATORY INSTRUCTION**  
**Undergraduate**  
Student Laboratory Instruction. Completion of course requires student to serve as teaching assistant for biology laboratory course.

**BIO 303**  
**INTRODUCTION TO SCIENTIFIC RESEARCH**  
**Undergraduate**  
Introduction to Scientific Research. Course requires that student has had (or currently having) experience in scientific research.
BIO 304
FIELD METHODS FOR BIOLOGISTS
Undergraduate
The course will focus on the methods needed to initiate and undertake observations on Midwest ecosystems. Students will learn methods and put into practice the tools required to begin a site inventory and to assess population characteristics. The data gathered by the class will be archived and used as a starting point for subsequent studies. Each student will have an original research project involving extensive field work in nature.

BIO 309
PLANT PHYSIOLOGY
Undergraduate
A study of the functional and developmental aspects of flowering plants. Lecture-laboratory. Lab fee.

BIO 250 or instructor consent is a prerequisite for this class.

BIO 310
VERTEBRATE PHYSIOLOGY
Undergraduate
Functions and regulatory mechanisms of vertebrate cells, organs and organ systems with special emphasis on mammals. Lecture-Laboratory. Lab fee.

BIO 250 or instructor consent is a prerequisite for this class.

BIO 311
HISTOLOGY
Undergraduate
A Lecture/Laboratory course covering the microscopic structure of the tissues that make up animal organs. The development of these tissues as well as their relationship to the principles of gross anatomy, physiology, cell biology and molecular biology is stressed. Lab fee.

BIO 250 is a prerequisite for this class.

BIO 315
TOPICS IN ECOLOGY
Undergraduate
The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

BIO 192, BIO 215 and Senior standing are a prerequisite for this class.

BIO 316
PHYCOLOGY
Undergraduate
Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Lab fee. Cross-listed as BIO 416.

BIO 193 is a prerequisite for this class.

BIO 317
AQUATIC BIOLOGY
Undergraduate
The study of biological, physical and chemical phenomena in freshwater environments. Emphasis on organisms and their ecology. Lecture-laboratory. Lab fee.

BIO 192 and BIO 215 are a prerequisite for this class.
BIO 318
FIELD STUDIES IN MARINE AND ESTUARINE BIOLOGY
Undergraduate

This course is designed for science majors with an interest in marine and estuarine biology and will examine this subject from an ecological perspective. The primary objectives of the course are: 1) to explore the diversity of marine and estuarine life; 2) to understand the manner in which physical and biological factors influence biological diversity in marine systems; 3) to understand the role that humans play in shaping these dynamics; and 4) to develop professional connections and gain real-life experiences in marine science.

BIO 191, BIO 192, BIO 193 and (BIO 215 or BIO 235) or instructor consent are a prerequisite for this class.

BIO 320
MICROBIAL ECOLOGY
Undergraduate

This course will explore key roles that microorganisms play in life on earth. This course will also address how these microorganisms are being used in current areas of research in microbiology. This is a lab course, which will enable students to study processes used in the enrichment, isolation, and identification of microorganisms from various environments.

BIO 210 and Junior standing are a prerequisite for this class.

BIO 321
MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
Undergraduate

This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution.

BIO 215 or BIO 235 is a prerequisite for this class.

BIO 325
PALEOBIOLOGY
Undergraduate

This lecture/laboratory course will introduce students to various principles of paleobiology and to provide a broad survey of important taxonomic groups. This course will cover topics such as: the concept of geologic time, evolution, extinction, morphology, taxonomic classification, fossilization, paleoecology, biogeography, and biostratigraphy. The laboratory portion of the course will reinforce the lecture topics and offer an opportunity to examine fossil specimens and compare them with modern forms.

BIO 193 and BIO 335 are a prerequisite for this class.

BIO 330
DEVELOPMENTAL BIOLOGY
Undergraduate

A survey of developmental phenomena in animals from fertilization to sexual maturity. Students will gain a current understanding of the genetic, cellular, and environmental mechanisms that shape the body and its major organs. Special topics include birth defects, embryonic stem cells, tissue regeneration, reproductive technology and mammalian cloning. Lecture-laboratory. Lab Fee.

BIO 250 and BIO 260 are a prerequisite for this class.

BIO 331
TOPICS IN DEVELOPMENTAL BIOLOGY
Undergraduate

This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina.

BIO 330 or 360 is a prerequisite for this class.
BIO 333
MYCOLOGY
Undergraduate
This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory. Lab fee.

BIO 215, BIO 250, and BIO 260 are a prerequisite for this class.

BIO 335
CONCEPTS IN EVOLUTION
Undergraduate
Study of evolution and diversity in the living world. Lecture only.

BIO 235 or (BIO 215 and BIO 260) are a prerequisite for this class.

BIO 339
CELLULAR NEUROBIOLOGY (CROSS-LISTED AS BIO 439)
Undergraduate
A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling and neural development. Cross-listed as BIO 439.

BIO 250 or PSY 377 is a prerequisite for this class.

BIO 340
SYSTEMS NEUROBIOLOGY
Undergraduate
Explores the organization of the nervous system on a gross anatomical level and based on functional units. The emphasis is on understanding how individual behaviors are produced by different neural systems and how these individual behaviors integrate into the activities of whole organisms. Lab fee. Cross-listed as BIO 440.

BIO 250 or PSY 377 is a prerequisite for this class.

BIO 341
TOPICS IN NEUROBIOLOGY
Undergraduate
A seminar course examining current topics in neurobiology. Original readings will include both current review and classic neuroscience articles.

BIO 340 or BIO 399or PSY 377 is a prerequisite for this class.

BIO 342
COGNITIVE NEUROSCIENCE
Undergraduate
This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

BIO 345
TOPICS IN PALEOBIOLOGY (CROSS-LISTED AS BIO 445)
Undergraduate
A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleoebiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.
**BIO 347**  
**TOPICS IN MEDICAL BACTERIOLOGY**  
**Undergraduate**  
This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.

BIO 210 and Junior/Senior Biology standing are prerequisites for this class.

**BIO 348**  
**THE BIOLOGY OF INFECTION**  
**Undergraduate**  
This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body’s responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail.

BIO 210 and BIO 370 are a prerequisite for this class.

**BIO 350**  
**ANIMAL ADAPTATIONS**  
**Undergraduate**  
An introduction to the ecological concept of adaptation. Adaptation is defined and illustrated using specific animal examples. Discussion will focus on how these specializations in structure and function equip the animal for survival.

Junior or senior Biology standing or consent of instructor.

**BIO 352**  
**ADVANCED COMPARATIVE PHYSIOLOGY (CROSS-LISTED AS 452)**  
**Undergraduate**  
Comparative and environmental approach to the functions and mechanisms of vertebrate organ systems. Selected topics will be addressed using a lecture/discussion/seminar format. Cross-listed as BIO 452.

BIO 310 or instructor consent is a prerequisite for this class.

**BIO 354**  
**PROBLEMS IN CELL MOTILITY**  
**Undergraduate**  
Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion.

BIO 250, (PHY 152 or PHY 172 or PHY 156) and (MAT 149 or MAT 152 or MAT 162 or MAT 172) are a prerequisite for this class.

**BIO 355**  
**GENETIC TOXICOLOGY**  
**Undergraduate**  
This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 260 is a prerequisite for this class.

**BIO 360**  
**MOLECULAR BIOLOGY (CROSS-LISTED AS BIO 460)**  
**Undergraduate**  
Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering, Lecture-laboratory. Lab fee.

BIO 250, BIO 260, and (CHE 234 or CHE 238) are a prerequisite for this class.
BIO 361
TOPICS IN MOLECULAR BIOLOGY
Undergraduate
Discussion and seminars in selected areas of molecular biology. Cross-listed as CHE 461.
BIO 360 is a prerequisite for this class.

BIO 362
BIOINFORMATICS FOR BENCH SCIENTISTS
Undergraduate
Study how high-throughput technologies like whole-genome sequencing have changed biological research, and learn to use computers in real research tasks such as primer design, DNA sequencing, homology searches, sequence alignment, and more. Cross-listed with BIO 462.
BIO 191, BIO 192, BIO 193 and BIO 260 are a prerequisite for this class.

BIO 365
PRINCIPLES OF TOXICOLOGY
Undergraduate
A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.
BIO 193 and (CHE 234 or CHE 238) are a prerequisite for this class.

BIO 370
IMMUNOBIOLOGY
Undergraduate
Basic factors governing immune phenomena and antigen-antibody reactions. Lecture-laboratory. Lab fee. Cross-listed as BIO 471.
BIO 250 and BIO 260 are a prerequisite for this class.

BIO 375
INTRODUCTION TO PHARMACOLOGY
Undergraduate
Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated.
BIO 250 and 310 or instructor consent is a prerequisite for this class.

BIO 380
CANCER BIOLOGY (CROSS-LISTED AS BIO 480)
Undergraduate
This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.
BIO 250 and BIO 260 are a prerequisite for this class.

BIO 385
MAMMALIAN REPRODUCTION
Undergraduate
Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 485.
BIO 250 and BIO 310 or instructor consent are a prerequisite for this class.
BIO 386
INTRODUCTION TO ENDOCRINOLOGY (CROSS-LISTED AS BIO 486)
Undergraduate
A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

BIO 250, BIO 260 and BIO 310 are a prerequisite for this class.

BIO 390
SPECIAL TOPICS
Undergraduate
Occasional courses offered at an advanced level. See the schedule of classes for current offerings. Cross-listed as BIO 490.

Junior or Senior standing is a prerequisite for this class.

BIO 392
EXTRAMURAL INTERNSHIP
Undergraduate
An opportunity for students to integrate their academic experience with real-world work situations; supervision is provided by a member of the DePaul Faculty in the Biological Sciences and the private or public enterprise. 0-4 credit hours.

At least Sophomore standing, a declared Biological Sciences major, by arrangement with the Biology internship director and with department permission.

BIO 395
BIOLOGY CAPSTONE SEMINAR
Undergraduate
The aim of this course is to integrate current biological view(s) of humanity with the perspectives of the liberal studies curriculum. Students will develop and debate topics that demonstrate mastery of the biology core curriculum (cell biology, genetics, physiology and ecology) while touching on history, philosophy, ethics and the law.

BIO 399
INDEPENDENT STUDY
Undergraduate
Independent Study. 1-4 quarter hours.

BIO 400
DEVELOPMENT OF TOPICS FOR RESEARCH
Graduate
The purpose of this course is to help graduate students in formulating research questions and design methods while improving written expression and oral presentation skills. Students will, with the guidance of a faculty member, undertake a detailed investigation of a topic, formulate a potential research project in that area, and present their proposal orally to the faculty at the end of the quarter.

BIO 401
INDEPENDENT STUDY
Graduate
Two or four quarter hours. Experimental and/or Library study of selected topics in the life sciences. A-Cell Biology, B-Immunobiology, C-Developmental Biology, D-Physiology, E-Endocrinology, F-Genetics, G-Structural Biology, H-Ecology, I-Molecular Biology, J-Neurobiology. Offered in the Autumn, Winter, Spring and Summer quarters. Two or four quarter hours.

BIO 409
PLANT PHYSIOLOGY (CROSS-LISTED AS BIO 309)
Graduate
BIO 415
TOPICS IN ECOLOGY (CROSS-LISTED AS BIO 315)
Graduate
The focus of this course is to read and critique classic papers in ecology and to connect their foundational ideas with modern research and understanding.

BIO 416
PHYCOLOGY (CROSS-LISTED AS BIO 316) (LAB FEE)
Graduate
Introduction to algae with emphasis on taxonomy, morphology, ultrastructure, physiology, life histories of freshwater and marine species. Lecture-laboratory. Lab fee.

BIO 417
AQUATIC BIOLOGY (CROSS-LISTED AS BIO 317)
Graduate
The study of biological, physical and chemical phenomena in fresh water and marine environments. Emphasis on organisms and their interactions. Lecture-laboratory. Lab fee.

BIO 420
MICROBIAL ECOLOGY
Graduate
This course will explore key roles that microorganisms play in life on earth and how they are being used in biotechnology. This is a lab course, which will enable students to study processes used in the enrichment, isolation, and identification of microorganisms from various environments.

BIO 421
MOLECULAR METHODS IN ECOLOGY AND EVOLUTION
Graduate
This course will provide hands-on experience in methods of detecting and analyzing molecular variation in nature. By the end of the course, students should be competent employing molecular markers to answer a wide variety of basic questions in ecology and evolution. Cross-listed with BIO 321.

BIO 425
CELLULAR EVENTS IN THE IMMUNE RESPONSE
Graduate
Analysis of cellular and subcellular interactions in the immune response. Lecture, seminar, discussion. BIO 470 recommended.

BIO 430
DEVELOPMENTAL BIOLOGY
Graduate
A survey of developmental phenomena in animals from fertilization to sexual maturity. Topics include gametogenesis, early cell divisions, organ formation, metamorphosis, regeneration, birth defects, stem cells, reproductive technology and mammalian cloning. Lecture-laboratory. Lab Fee.

BIO 431
TOPICS IN DEVELOPMENTAL BIOLOGY (CROSS-LISTED AS BIO 331)
Graduate
This seminar course examines the current embryological literature using both evolutionary and molecular perspectives. Previous student-led topics include: how early embryos are organized, the signals controlling left-right asymmetry, the evolutionary origin of feathers and the development of the retina. BIO 430 or BIO 460 recommended.
BIO 433  
**MYCOLOGY (CROSS-LISTED AS BIO 333)**  
*Graduate*

This course provides an opportunity for students to integrate their knowledge of cell biology, genetics, ecology and physiology at the organismal level by focusing on fungi. Students will gain an appreciation of the biological diversity within the major groups of fungi and their role in the environment, research and biotechnology. Lecture-laboratory. Lab fee.

BIO 435  
**CONCEPTS IN EVOLUTION (CROSS-LISTED AS BIO 335)**  
*Graduate*

Study of evolution and diversity in the living world. Lecture only.

BIO 439  
**CELLULAR NEUROBIOLOGY (CROSS-LISTED AS BIO 339)**  
*Graduate*

A study of the cellular and molecular mechanisms of the nervous system and the role they play in neural signaling and neural development.

BIO 440  
**SYSTEMS NEUROBIOLOGY (CROSS-LISTED AS BIO 340)**  
*Graduate*

An examination of the ways in which neural systems underpin behavior with an emphasis on vertebrates. In this course, behavior is understood in its broadest sense, from the functioning of organs and organ systems to the activities of whole organisms. Lecture-Laboratory. Lab Fee.

BIO 441  
**TOPICS IN NEUROBIOLOGY**  
*Graduate*

A seminar course examining current topics in neurobiology. Original readings will include both current review and classic articles in the fields of neurobiology, neuroethology and the related neurosciences. BIO 439 or BIO 440 is recommended.

BIO 445  
**TOPICS IN PALEOBIOLOGY (CROSS-LISTED AS BIO 345)**  
*Graduate*

A seminar course examining various topics in paleobiology (the study of ancient life) including morphological concepts, macroevolutionary processes, extinction events, phylogenetic systematics, paleoecology, paleobiogeography, and the adequacy of the fossil record. Readings include classic and recent articles in the fields of paleobiology.

BIO 447  
**TOPICS IN MEDICAL BACTERIOLOGY**  
*Graduate*

This course will address current topics of concern and research in medical bacteriology. Students participating in this course will explore key concepts used in bacterial pathogenesis and learn how to critically appraise recent research papers in the field.

BIO 448  
**THE BIOLOGY OF INFECTION**  
*Graduate*

This course will provide students with detailed knowledge of medically important bacteria. The course will first examine common events in infections and the body's responses to infection. We will highlight in these studies the changes in both hosts and pathogens as strategies of infection and immunity evolve relative to one another. Within this framework we will examine a spectrum of infectious diseases in detail. BIO 470 is recommended.

BIO 450  
**PROBLEMS IN CELL MOTILITY**  
*Graduate*

Analysis of contemporary problems in cellular movements, with emphasis on the biochemistry, biophysics and regulation of cell and organelle movements. Lecture, seminar, discussion.
**BIO 452**
**ADVANCED COMPARATIVE PHYSIOLOGY (CROSS-LISTED AS BIO 352)**
*Graduate*

Comparative and environmental approach to the function and mechanisms of vertebrate organ systems. Selected topics in comparative physiology will be addressed using a lecture/discussion/seminar format.

**BIO 455**
**GENETIC TOXICOLOGY**
*Graduate*

This course will deal with the study of agents that damage the genome or alter the proper functioning of the genome that can lead to disease in humans. Topics covered will include basic spectrum of genetic damage and chromosomal effects, mechanisms of mutations, DNA repair, genetic assays used for evaluation of genetic toxicology, health consequences of genetic damage, including cancer and inheritable mutations, and the current position of US government and global regulatory agencies on the issues of genetic toxicology.

BIO 260 is a prerequisite for this class.

**BIO 460**
**MOLECULAR BIOLOGY (CROSS-LISTED AS BIO 360)**
*Graduate*

Study of biology at the molecular level, focusing on the regulation of gene expression and the principles of genetic engineering. Lecture-laboratory. Lab fee. Cross-listed as BIO 360.

**BIO 461**
**TOPICS IN MOLECULAR BIOLOGY (CROSS-LISTED AS BIO 361)**
*Graduate*

Discussion and seminars in selected areas of molecular biology.

**BIO 462**
**BIOINFORMATICS FOR BENCH SCIENTISTS**
*Graduate*

Study how high-throughput technologies like whole-genome sequencing have changed biological research, and learn to use computers in real research tasks such as primer design, DNA sequencing, homology searches, sequence alignment, and more. Cross-listed with BIO 362.

**BIO 465**
**PRINCIPLES OF TOXICOLOGY**
*Graduate*

A study of the adverse effects of chemicals on living organisms, including the chemical natures, kinetics, dose-response relationships, metabolism, and mechanisms of action of various toxins and toxicants.

**BIO 471**
**IMMUNOBIOLOGY (CROSS-LISTED AS BIO 370)**
*Graduate*

Basic factors governing immune phenomena and antigen antibody reactions. Lecture-laboratory. Lab fee.

**BIO 475**
**INTRODUCTION TO PHARMACOLOGY (CROSS-LISTED WITH BIO 375)**
*Graduate*

Introduction to Pharmacology will explore the relationships between an organism and its response to an administered drug. This will include: 1) How drugs are administered to the body 2) What is their fate once in the body, i.e. Pharmacokinetics 3) What their mechanisms actions are - i.e. Pharmacodynamics, and 4) Adverse reactions to drugs. We will explore these relationships in different physiological systems of the human body including (but not limited to) the nervous system, circulatory system, digestive system and endocrine system. Lastly, this course will provide an understanding of the pharmaceutical system by providing a framework to explore how drugs are discovered, produced, tested, and regulated. Cross-listed with BIO 375.
BIO 480
CANCER BIOLOGY (CROSS-LISTED AS BIO 380)
Graduate
This course will explore the cellular and molecular aspects of cancer. Topics will include the pathology and epidemiology of cancer, the origin and spread of cancer, hereditary and familial cancers, cancer associated genes and strategies of cancer therapy.

BIO 485
MAMMALIAN REPRODUCTION
Graduate
Molecular, cellular, physiological, and behavioral aspects of mammalian reproduction. Mechanisms and strategies used by mammals in reproductive processes including sexual differentiation, gamete production, puberty, reproductive hormone cyclicity, neuroendocrine control mechanisms, pregnancy, parturition, and reproductive behavior. Cross-listed with BIO 385.

BIO 486
INTRODUCTION TO ENDOCRINOLOGY (CROSS-LISTED AS BIO 386)
Graduate
A study of hormones as chemical regulators of development, growth, metabolism, homeostasis, reproduction, response to stress, and behavior; as well as hormone synthesis, chemistry, mechanisms of action, and endocrine gland structure.

BIO 488
ADVANCED ENDOCRINOLOGY
Graduate
Analysis of non-hypothalamic-hypophyseal pathways for hormonal regulation of the structure, function and biochemistry of hard tissues, calcium metabolism, and regulation of glucose metabolism. Lecture-seminar. BIO 486 is recommended.

BIO 490
SPECIAL TOPICS
Graduate
Occasional courses offered at the graduate level. See schedule for current offerings. Two or four quarter hours.

BIO 491
MASTER OF ARTS SEMINAR
Graduate
A seminar course dealing with current readings in the biological sciences. Students will evaluate and interpret these readings both orally and in writing.

BIO 495
INTRODUCTION TO GRADUATE STUDY
Graduate
Presents the biology faculty and facilities. Various research and teaching methods in biology will be explored. Consideration of such topics as laboratory safety, handling of radioactive chemicals, instrument and equipment use, handling living organisms, library and computer use, etc. Required of all graduate students. Autumn quarter only. Two quarter hours.

BIO 496
RESEARCH
Graduate
Experimental work in selected areas of biology. These studies do not necessarily relate to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Two or four quarter hours. Lab fee.

BIO 498
RESEARCH FOR MASTER’S THESIS
Graduate
Original study of a specific biological problem leading to a thesis. Autumn, Winter, Spring, Summer. Laboratory. Two or four quarter hours. Lab fee.
BIO 500
SEMINAR
Graduate
Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of first year graduate students.

BIO 501
SEMINAR CONTINUATION
Graduate
Non-credit. Presentation, throughout the academic year, of their research by practicing scientists from a variety of institutions. Required of second year graduate students.

BIO 502
CANDIDACY CONTINUATION
Graduate
Students who have completed their coursework but who must take extra time to complete the requirements for the Master's thesis (MS), or final project (MA), must enroll in candidacy continuation each quarter of the academic year until the Master's requirement has been completed. This course carries part-time student status. Non-credit, fee per quarter.

BIO 503
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students NOT actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans. Non-credit, fee per quarter.

BLW 201
LEGAL & ETHICAL ASPECTS IN THE BUSINESS ENVIRONMENT
Undergraduate
Legal and Ethical Aspects in the Business Environment. Study of the nature and philosophy of law including ethical perspectives and fundamental concepts and legal principles of sales contracts, product liability, business organizations, and employment law including ethical and social responsibilities in the managerial process.

Sophomore standing is a prerequisite for this class.

BLW 202
COMMERCIAL PAPER AND SALES
Undergraduate
History of negotiable instruments and sales law from the days of the Law Merchant through Articles II and III of the Uniform Commercial Code; discussions of promissory notes, drafts, sales, bulk sales, and recent trends.

BLW 201 is a prerequisite for this class.

BLW 203
BUSINESS ORGANIZATIONS
Undergraduate
Types of business organizations; emphasis on Partnership and Corporation. Relations of parties to one another, and to third parties; comparisons between the two types and mechanics of forming and operating each.

BLW 201 is a prerequisite for this class.

BLW 398
SPECIAL TOPICS
Undergraduate
Content and format of this course are variable. An in-depth study of current issues in legal studies. Subject matter and prerequisites will be indicated in class schedule.

BLW 201 is a prerequisite for this class.
BLW 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Available to students of demonstrated capability for intensive independent work in business law.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

BLW 500
LEGAL AND ETHICAL ENVIRONMENT
Graduate
This is an introduction to the nature and sources of law, including an analysis of ethical perspectives present in the judicial process. Students will learn how legal and ethical issues influence the decision-making process of managers. Students will explore the relationship between personal values and business decisions, and whether there exists a social responsibility of managers. This course will cover legal concepts relevant to business including basic concepts of public law (constitutional and administrative law) and private laws (sales and product liability). Students will examine business organizations and issues in employment law.

MS in Taxation students are restricted from registering for this class.

BLW 508
LEGAL ASPECTS OF BUSINESS-TOTAL PERSPECTIVE FOR THE EXECUTIVE
Graduate
Personal and professional legal liability of officers and directors has received considerable attention in recent years, thus highlighting the need for a view of the totality of his or her legal environment. It demands an integrated understanding and planning of the reciprocal aspects of his or her legal, social and ethical responsibilities and rights encountered in his or her office, outside and at home. From the end of the spectrum focusing on possible criminal and civil liabilities to the personal responsibilities of proper estate planning; the “socio-legal world of the executive” is presented. Successful completion of BLW 500 is recommended prior to registration for this course.

BLW 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. Subject matter will be indicated in class schedule.

BLW 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in business law.

CHE 100
OUR CHEMICAL WORLD
Undergraduate
A course for non-science majors that develops the essential concepts of chemistry with some focus on applications of these methods and ideas toward a particular aspect of human activity or condition. Only one of series 100-102 may be taken for credit.

CHE 101
EXPLORING MATTER
Undergraduate
A course for non-science majors that develops the fundamental concepts of chemistry with experimental exploration to complement the methods and ideas encountered in reading and discussion in class. Only one of series 100-102 may be taken for credit. Lab fee.

CHE 102
ATOMS AND MOLECULES
Undergraduate
A course for non-science majors that develops the basic concepts of chemistry with discussion of some applications of chemical methods to the study of nature and the modification of the circumstances of human beings. The course will include a quantitative special project to enhance understanding of a particular application of chemistry. Only one of series 100-102 may be taken for credit.
CHE 103
ENVIRONMENTAL CHEMISTRY
Undergraduate
A discussion and laboratory exploration of the technological origins, effects, and control of environmental pollutants. Lab fee.

CHE 104
CHEMICALS, DRUGS AND LIVING SYSTEMS
Undergraduate
A discussion of the molecular basis of the interaction of specific chemical compounds (chiefly pharmaceuticals and drugs) with living organisms.

CHE 105
EXPLORING NUTRIENTS/SCIENCE OF NUTRITION
Undergraduate
A discussion and laboratory exploration of the chemical molecules which supply nutrients for living organisms. This course also includes a quantitative project, applicable to the individual student, to enhance the understanding of the principles of nutrition. Lab fee.

CHE 106
GEOCHEMISTRY
Undergraduate
This course for non-science majors that introduces students to basic chemical and geological concepts through a discussion of the chemical principles and scientific laws governing the composition and chemical transformation of the components making up the Earth. Major topics include the scientific method, reporting and treatment of quantitative data, introduction to the basic principles of matter, chemical reactivity, and radioactive decay.

CHE 107
PROTEINS AND THEIR GENES
Undergraduate
A discussion and laboratory introduction to many aspects of proteins: their chemical structures, biological functions, how genes store the information to make them, and how changes in genes can lead to changes in proteins, and to cancer and other diseases. Lab fee.

CHE 108
THE CONQUEST OF DISEASE AND ASSOCIATED PROBLEMS
Undergraduate
A discussion of how science and technology have extended life expectancy over the past two centuries in addition to a discussion of a multitude of problems such as the cost of health care, allocating scarce resources, safety and risk, etc.

CHE 109
FORENSIC CHEMISTRY
Undergraduate
Discussion and laboratory exploration of the application of modern science to problems in criminology, evidence, art, and archaeology.

CHE 110
NATIONAL SECURITY: SCIENCE & TECHNOLOGY
Undergraduate
A detailed discussion of the ways in which natural science and technology affect the nature of warfare, shape national security policy, and influence efforts to limit and control weapons.

CHE 128
BASIC CHEMICAL CONCEPTS
Undergraduate
This course develops the fundamental concepts of chemistry and basic quantitative reasoning. This course is suitable to prepare students to take General Chemistry I (CHE130). CO-REQUISITE(S): CHE129, MAT130 or higher. Formerly the lecture portion of CHE 101G.

CHE 129 and MAT 130 are a corequisite for this class.
CHE 129
BASIC CHEMICAL CONCEPTS LABORATORY
Undergraduate
Laboratory course to be taken in conjunction with CHE128. CO-REQUISITE(S): CHE128, MAT130 or higher. Formerly the lab portion of CHE 101G.

CHE 128 and MAT 130 are a corequisite for this class.

CHE 130
GENERAL CHEMISTRY I
Undergraduate
This introductory course for science majors emphasizes the composition of matter, atomic and molecular structure, bonding and chemical reactions. It is the first in the three-course sequence of General Chemistry. This course meets for three hours of lecture and one hour of discussion per week. Formerly CHE 111LEC. CO-REQUISITE(S): CHE 131.

MAT 130 or (CHE 128 and CHE 129) is a prerequisite for this class.

CHE 131
GENERAL CHEMISTRY I LABORATORY
Undergraduate
Laboratory course to be taken in conjunction with CHE 130. The course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE130. Formerly CHE 111LAB. CO-REQUISITE(S): CHE130.

MAT 130 or (CHE 128 and CHE 129) is a prerequisite for this class.

CHE 132
GENERAL CHEMISTRY II
Undergraduate
Second course of three in the General Chemistry series. Topics discussed include: common states of matter, phase transitions, properties of solutions, kinetics and equilibrium. This course meets for three hours of lecture and one hour of discussion per week. Formerly CHE 113LEC. CO-REQUISITE(S): CHE133.

CHE 130 and CHE 131 are a prerequisite for this class.

CHE 133
GENERAL CHEMISTRY LABORATORY II
Undergraduate
Laboratory to be taken in conjunction with CHE 132. The Course meets weekly for three hours. The experimental techniques learned in lab provide hands-on experience with the course material in CHE132. Formerly CHE 113LAB. CO-REQUISITE(S): CHE 132.

CHE 130 and 131 are a prerequisite for this class.

CHE 134
GENERAL CHEMISTRY III
Undergraduate
Third of three courses in the General Chemistry sequence. Topics included in lecture: chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), Thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Formerly CHE 115LEC. CO-REQUISITE(S): CHE135.

CHE 132 and CHE 133 are a prerequisite for this class.

CHE 135
GENERAL CHEMISTRY LABORATORY III
Undergraduate
Laboratory to be taken in conjunction with CHE 134. The Course meets weekly for three hours. The experimental techniques provide hands-on experience with the course material in CHE134. Formerly CHE 115LAB. CO-REQUISITE(S): CHE 134.

CHE 132 and CHE 133 are a prerequisite for this class.
CHE 136
GENERAL CHEMISTRY I
Undergraduate
This course is a rigorous introductory course in general chemistry covering topics such as composition of matter, atomic and molecular structure, bonding and chemical reactions, common states of matter, properties of solutions, phase transitions. Formerly CHE 131LEC. CO-REQUISITE(S): CHE137.

MAT 130 or (CHE 128 and CHE 129) are a prerequisite for this class.

CHE 137
GENERAL CHEMISTRY I LABORATORY
Undergraduate
Laboratory course to be taken in conjunction with CHE136. This laboratory course introduces students to basic chemical laboratory techniques. Formerly CHE 131LAB. CO-REQUISITE(S): CHE 136.

MAT 130 or (CHE 128 and CHE 129) are a prerequisite for this class.

CHE 138
GENERAL CHEMISTRY II
Undergraduate
This course is a continuation of CHE136 covering topics including kinetics, chemical equilibrium in aqueous solution (acids and bases, solubility, complex ion formation), Thermodynamics (entropy and free energy), electrochemistry, chemistry of d-block elements and descriptive chemistry. Formerly CHE 133LEC. CO-REQUISITE(S): CHE 139.

CHE 139
GENERAL CHEMISTRY II LABORATORY
Undergraduate
This laboratory course is a continuation of CHE137, emphasizing additional quantitative and qualitative laboratory techniques to coincide with CHE138 content. Formerly CHE 133LAB. CO-REQUISITE(S): CHE 138.

CHE 202
APPLIED PROBABILITY AND STATISTICS
Undergraduate
This is a lecture course that introduces students to concepts related to the statistical analysis of experimental data, covering material from uncertainty, significant figures, and propagation of error through least squares fitting and descriptions and applications of several statistical distributions. CO-REQUISITE(S): CHE204.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 204 is a corequisite for this class.

CHE 204
ANALYTICAL CHEMISTRY
Undergraduate
Use of equilibrium chemistry to solve problems of chemical analysis in acid-base, solubility, metal-ligand complex, and electrochemical systems. Formerly CHE 205LEC. CO-REQUISITE(S): CHE 202 and CHE205.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are prerequisites for this class.

CHE 205
ANALYTICAL CHEMISTRY LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE205. Methods include wet chemistry and instrumental techniques of analysis. Formerly CHE 205LAB. CO-REQUISITE(S): CHE 204.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are prerequisites for this class.
CHE 228
SURVEY OF ORGANIC CHEMISTRY
Undergraduate
This one-quarter course gives students an overview of the fundamentals of organic chemistry and its applications in health and environmental sciences. This is a survey course meant for students who do not need to learn a full year of organic chemistry. Emphasis is on the structure, function, and reactivity of the major classes of organic compounds. This course meets for six hours per week: three hours of traditional lecture and three hours of lab. The course is suitable for nursing and environmental science students; it does not substitute for any traditional organic chemistry course. Formerly CHE 169LEC. CO-REQUISITE(S): CHE 229.

(CHE132 and 133) or (138 and 139) are prerequisites for this course.

CHE 229
SURVEY OF ORGANIC CHEMISTRY LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE 229. Formerly CHE 169LAB. CO-REQUISITE(S): CHE 228.

(CHE132 and 133) or (138 and 139) are prerequisites for this course.

CHE 230
ORGANIC CHEMISTRY I
Undergraduate
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecule and the language and fundamental concepts of organic chemistry, including: structure and bonding; acid-base reactions; functional groups; thermodynamics and kinetics of organic reactions; stereochemistry; substitution and elimination reactions of alkyl halides. Formerly CHE 171LEC. CO-REQUISITE(S): CHE 231.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are prerequisites for this class.

CHE 231
ORGANIC CHEMISTRY LABORATORY I
Undergraduate
Laboratory to be taken in conjunction with CHE230. Formerly CHE 171LAB. CO-REQUISITE(S): CHE 230.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 230 is a corequisite for this class.

CHE 232
ORGANIC CHEMISTRY II
Undergraduate
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of alcohols, ethers, epoxides, alkenes, alkynes, alkanes, conjugated, and aromatic compounds. Formerly CHE 173LEC. CO-REQUISITE(S): CHE 233

CHE 230 and CHE 231 are prerequisites for this class.

CHE 233
ORGANIC CHEMISTRY LABORATORY II
Undergraduate
Laboratory to be taken in conjunction with CHE232. Formerly CHE 173LAB. CO-REQUISITE(S): CHE 232

CHE 230 and CHE 231 are prerequisites for this class.

CHE 234
ORGANIC CHEMISTRY III
Undergraduate
Third in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules. Specific topics investigated include the reactivity and synthesis of carbonyl compounds; amines; and bio-molecules. Formerly CHE 175LEC. CO-REQUISITE(S): CHE 235.

CHE 232 and CHE 233 are a prerequisite and CHE 235 is a corequisite for this class.
CHE 235
ORGANIC CHEMISTRY LABORATORY III
Undergraduate
Laboratory to be taken in conjunction with CHE234. Formerly CHE 175LAB. CO-REQUISITE(S): CHE 234.

CHE 236 and CHE 233 are a prerequisite and CHE 234 is a corequisite for this class.

CHE 236
ORGANIC CHEMISTRY I
Undergraduate
First in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: structure and bonding; acids and bases; functional groups; thermodynamics and kinetics of organic reactions; alkanes; stereochemistry; alkyl halides and nucleophilic substitution; elimination reactions; alcohols, ethers and epoxides; alkenes; alkynes; oxidation and reduction. Formerly CHE 177LEC. CO-REQUISITE(S): CHE 237.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 237 is a corequisite for this class.

CHE 237
ORGANIC CHEMISTRY I LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE236. Formerly CHE 177LAB. CO-REQUISITE(S): CHE236.

(CHE 134 and CHE 135) or (CHE 138 and CHE 139) are a prerequisite and CHE 236 is a corequisite for this class.

CHE 238
ORGANIC CHEMISTRY II
Undergraduate
Second in a sequence of courses designed to investigate what organic chemistry is and how it works, by emphasizing the relationship between structure and function of organic molecules, and the language and fundamental concepts of organic chemistry. Specific topics that are covered include the following: conjugation, resonance, and dienes; benzene and aromatic compounds; electrophilic aromatic substitution; carboxylic acids; organometallic reagents; carbonyl substitution and addition reactions; aldehydes and ketones; carbonyl condensation reactions; amines; bio-molecules. Formerly CHE 179LEC. CO-REQUISITE(S): CHE239

CHE 236 and CHE 237 are prerequisites for this course.

CHE 239
ORGANIC CHEMISTRY II LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE238. Formerly CHE 179LAB. CO-REQUISITE(S): CHE238

CHE 236 and CHE 237 are prerequisites for this course.

CHE 264
ATMOSPHERIC CHEMISTRY
Undergraduate
Atmospheric chemistry with a focus on physical and chemical processes in the troposphere and stratosphere. Formerly CHE 265LEC. CO-REQUISITE(S): CHE265.

CHE 204 and CHE 205 are prerequisites for this course.

CHE 265
ATMOSPHERIC CHEMISTRY LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE 264, with emphasis placed on gas phase and particulate measurements. Formerly CHE 265LAB. CO-REQUISITE(S): CHE264.

CHE 205 is a prerequisite for this class.
CHE 268
SOLID WASTE CHEMISTRY
Undergraduate
Fundamental chemical processes involved in the processing of solid wastes. Offered in Spring quarters of odd-numbered years. Formerly CHE 269LEC. CO-REQUISITE(S): CHE269LAB.

CHE 204 and CHE 205 are prerequisites for this course.

CHE 269
SOLID WASTE CHEMISTRY LABORATORY
Undergraduate
Laboratory to be taken in conjunction with CHE 268, offered in spring of odd-numbered years. Formerly CHE 269LAB. CO-REQUISITE(S): CHE 268

CHE 204 and CHE 205 are prerequisites for this course.

CHE 302
QUANTUM CHEMISTRY
Undergraduate
Quantum mechanics. Formerly CHE 215LEC. CO-REQUISITE(S): CHE303

CHE 204 and CHE 205 and (MAT 149 or MAT 152 or MAT 162 or MAT 172) and PHY 172 are prerequisites and CHE 303 is a corequisite for this class.

CHE 303
EXPERIMENTAL PHYSICAL CHEMISTRY I
Undergraduate
Laboratory to be taken in conjunction with CHE302. Introduction to essential skills and techniques of experimental physical chemistry. Topics include the use of data analysis software, computational methods, basic spectroscopy, and technical writing. Formerly CHE 215LAB. CO-REQUISITE(S): CHE302.

CHE 204 and CHE 205 and (MAT 149 or MAT 152 or MAT 162 or MAT 172) and PHY 172 are prerequisites and CHE 302 is a corequisite for this course.

CHE 304
THERMOCHEMISTRY
Undergraduate
Thermochemistry. Formerly CHE 210. CO-REQUISITE(S): CHE305.

CHE 302 is a prerequisite for this class.

CHE 305
EXPERIMENTAL PHYSICAL CHEMISTRY II
Undergraduate
Laboratory to be taken in conjunction with CHE304. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on electronic spectroscopy and thermodynamics. CO-REQUISITE(S): CHE304.

CHE 303 is a prerequisite for this class.

CHE 306
KINETICS AND MOLECULAR DYNAMICS
Undergraduate

CHE 302 and CHE 303 are a prerequisite and CHE 307 is a corequisite for this class.
CHE 307  
**EXPERIMENTAL PHYSICAL CHEMISTRY III**  
Undergraduate  
Laboratory to be taken in conjunction with CHE306. The goal of this laboratory course is to teach students essential skills and techniques of physical chemistry. Experimental work will focus on thermodynamics at the outset and then kinetics for the final two experiments of the quarter. Formerly CHE 211LAB. CO-REQUISITE(S): CHE306.

CHE 302 and CHE 303 are a prerequisite and CHE 306 is a corequisite for this class.

CHE 310  
**NUCLEAR CHEMISTRY**  
Undergraduate  
This is a course for advanced undergraduates and graduate students in the M.S. program. The course emphasizes the theory of radioactive decay, nuclear properties, mass-energy systematics, and nuclear applications.

CHE 202 is a prerequisite for this course.

CHE 312  
**QUANTUM CHEMISTRY**  
Undergraduate  
Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. Offered in Spring of odd-numbered years. Cross-listed as CHE 412.

CHE 215 is a prerequisite for this class.

CHE 313  
**COMPUTATIONAL CHEMISTRY**  
Undergraduate  
Molecular modeling. Force field, semi-empirical quantum mechanical and ab initio quantum mechanical calculations by computer. Applications emphasized. Offered in Spring of even-numbered years.

CHE 215 is a prerequisite for this class.

CHE 318  
**BIOPHYSICAL CHEMISTRY**  
Undergraduate  
This course is designed for advanced undergraduate students with an interest in the interdisciplinary field of biophysics. The course will focus on several subfields of biophysical chemistry, including: fluorescence as a tool in biophysics; protein folding; biophysical applications of single molecule fluorescence, atomic force microscopy, X-ray crystallography, mass spectrometry, and NMR spectroscopy. Additional topics will be selected by students from a list of possible choices.

CHE304 or CHE342 is a prerequisite for this course.

CHE 320  
**INTERMEDIATE INORGANIC CHEMISTRY**  
Undergraduate  
Lecture course emphasizing synthesis, structure and reactions of metal ligand compounds of general and biological interest. Formerly CHE 321LEC. CO-REQUISITE(S): CHE321.

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.

CHE 321  
**INTERMEDIATE INORGANIC CHEMISTRY LABORATORY**  
Undergraduate  
Laboratory to be taken in conjunction with CHE 320. Formerly CHE 321LAB. CO-REQUISITE(S): CHE 320.

(CHE 234 and CHE 235) or (CHE 238 and CHE 239) are a prerequisite for this class.
This one-quarter course is designed to develop the chemical intuition necessary for advanced work in organic chemistry through a review of general organic chemistry, with emphasis on the following more advanced topics: reaction mechanisms and why reactions occur; heteraromatic chemistry; curved-arrow formalism and multi-step reactions; molecular orbitals and symmetry-controlled reactions; Hammett equation and structure-activity relationships; functional group interconversions; carbon-carbon bond-forming reactions; more advanced treatment of structure and mechanism; introduction to design and planning of synthesis of organic compounds. CO-REQUISITE(S): CHE327 (CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

Laboratory to be taken in conjunction with CHE326. This course is designed to provide the student with a thorough introduction to the experimental techniques utilized by practicing chemists in the synthesis, isolation, and characterization of organic compounds. CO-REQUISITE(S): CHE 326.

(CHE234 and CHE235) or (CHE238 and CHE239) are prerequisites for this course.

Capstone in the Physical Sciences. A course for graduating chemistry and physics majors to integrate physical science experience with non-scientific fields.

First in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers the structures and functions of the four major macromolecules, concentrating on enzyme kinetics and regulation. CO-REQUISITE(S): CHE341. The general biology sequence strongly recommended.

(CHE232 and 233) or (CHE238 and 239) are prerequisites for this course.

Laboratory to be taken in conjunction with CHE340. This course will introduce classic and modern techniques for isolating and characterizing biological molecules. Topics covered will include buffer preparation; amino acid analysis; detection, quantification, and purification of proteins; enzyme kinetics; purification, amplification, and analysis of DNA; protein stabilization; and molecular interaction analysis. Formerly CHE 341LAB. CO-REQUISITE(S): CHE 340.

CHE 340 is a corequisite for this class.

Second in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers energy metabolism and biosynthetic pathways, with emphasis on their coordinated regulation. CO-REQUISITE(S): CHE343.

CHE 340 and CHE 341are a prerequisite for this class.
CHE 343
EXPERIMENTAL BIOCHEMISTRY II
Undergraduate
Laboratory to be taken in conjunction with CHE 342. Applications of basic techniques from CHE 341: DNA cloning and transformation; protein expression, purification, and characterization; and advanced biophysical methods. Formerly CHE 343LAB. CO-REQUISITE(S): CHE342.

CHE 340 and CHE 341 are a prerequisite for this class.

CHE 344
BIOCHEMISTRY III
Undergraduate
Third in a three-course sequence, directed at those who wish an in-depth exploration of modern biochemistry. This course covers metabolism, nucleic acid structure and replication, transcription and translation. Also included are methods of biotechnology and an introduction to reading the primary literature. CO-REQUISITE(S): CHE345.

CHE 342 is a prerequisite for this class.

CHE 345
EXPERIMENTAL BIOCHEMISTRY III
Undergraduate
Laboratory to be taken in conjunction with CHE 344. This course will introduce students to bioinformatics methods including protein function prediction and structure analysis, DNA/protein sequence analysis and alignment, and special topics laboratory techniques. CO-REQUISITE(S): CHE344

CHE 343 is a prerequisite for this course.

CHE 346
SURVEY OF BIOCHEMISTRY
Undergraduate
An introduction to the chemistry of living systems, directed at those who want only a general survey of the main topics in biochemistry. The structures and functions of the four major macro-molecules, energy metabolism and biosynthesis, and the processes for making DNA, RNA and proteins will be discussed. Offered Spring of Odd-Numbered Years. Formerly CHE 240.

CHE 234 or CHE 238 is a prerequisite for this class.

CHE 348
CHEMICAL BIOLOGY
Undergraduate
This course introduces students to a new discipline spanning the fields of chemistry and biology in which chemical techniques and tools, often compounds produced through synthetic chemistry are used to study and manipulate biological systems in an effort to unravel biological problems and systems. The course will take a case study approach. Techniques encountered in the case study will be studied in depth. Primary literature will be used extensively in the in depth case study.

CHE 344 is a prerequisite for this course.

CHE 360
MEDICINAL CHEMISTRY
Undergraduate
This course emphasizes organic chemical principles and reactions vital to drug design and drug action in the human body. Medicinal chemists design molecules that alter phenomena operating at the overlap of chemistry, biochemistry, cell biology, and pharmacology. This course introduces the conceptual frameworks and methods employed in drug development using case histories and mechanisms of clinically important drugs as illustrative examples.

CHE 234 or CHE238 are prerequisites for this course.
CHE 362
DRUGS AND TOXICOLOGY
Undergraduate
This course covers the chemical and biological analysis of the metabolism and distribution of drugs, toxins and chemicals in animals and humans, and the mechanism by which they cause therapeutic and toxic responses. Metabolism and toxicity as a basis for drug development, metabolic polymorphisms and biomarkers of exposure are also covered.

CHE 360 is a prerequisite for this course.

CHE 364
NUTRITION
Undergraduate
This is a one-quarter course focused on the advanced chemical aspects of human nutrition. The topics include the nutritive and toxic content of foods and health effects, a review of basic metabolic processes, nutrient transport and storage systems, cell signaling and regulation, and hormonal regulation and fuel utilization.

CHE 234 or CHE 238 is a prerequisite for this class.

CHE 378
APPLIED SPECTROSCOPY
Undergraduate
Organic structure determination through the interpretation of spectral information. Formerly CHE 356.

CHE 235 or CHE 239 is a prerequisite for this course.

CHE 390
STATISTICAL ANALYSIS OF DATA
Undergraduate
This course introduces students to statistical methods that can be used in the error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Familiarity with Excel or a modern programming language is required. Offered Winter of Even-Numbers Years.

CHE 215 and (MAT 149 or MAT 162) is a prerequisite for this class.

CHE 392
INTERNSHIP
Undergraduate
Experiential learning experience in a government agency, industrial firm, business, or non-profit organization.

CHE 394
SEMINAR
Undergraduate
This course is required for all chemistry majors. This course is designed to enhance your ability to: critically read and summarize scientific literature, thoughtfully listen to a scientific seminar, articulate questions regarding a scientific seminar, and orally present a scientific paper.

(CHE 234 and CHE 235 and at least Junior year standing) or instructor permission is a prerequisite for this course.

CHE 396
RESEARCH METHODS
Undergraduate
The student will use various forms of information technology (e.g., indexes and databases, journal, Internet, etc.), to write a research paper or a research proposal on a topic. A research proposal must summarize the rationale for conducting the research, the historical development of the project topic, the materials and methods that will be used to conduct the project, and a timeline for completing the project. Variable credit.
CHE 397
ADVANCED LABORATORY PROJECT
Undergraduate
This course is a comprehensive lab experience designed to introduce you to research methods through open-ended guided research projects. Throughout the course, students will learn to use analytical instrumentation to solve real problems in chemistry. This total four credit-hour course may be divided up according to the instructors consent. Some options may include taking all four credits in one quarter or dividing them into two quarters of two-credit hours each or into three quarters at one, one, and two credits. The student is expected to design and implement an individual research project using the methods learned in the structured portion of the course. However, the instructor of this course is free to choose any other focus in chemistry; for example, synthesis of organic compounds in one quarter followed by testing for medicinal activity in the second quarter. In another example, students could synthesize and perform measurements on the properties of chemical compounds in one quarter and perform detailed computational studies to support the measured data in the second quarter. For some cross-disciplinary projects, two instructors may choose to divide the responsibility of leading each quarter.

Junior standing is a prerequisite for this class.

CHE 398
CHEMISTRY THESIS
Undergraduate
This course requires faculty-guided experimental exploration of a research topic and both written (thesis) and oral (seminar and defense) presentation of results. This course is typically completed in two or three quarters (though it may be completed in one quarter at the discretion of the research advisor). The student is expected to gain skills in laboratory techniques and procedures in pursuing answers to a research project. The student will choose a faculty mentor and a project. The project may be based on lab or field research. The grade for the thesis will be based on the written document as well as on the oral seminar and defense presented to the Chemistry students and faculty and the student will graduate with honors from the department. This course may be taken more than one time for credit.

CHE 399
INDEPENDENT STUDY
Undergraduate
Independent study of chemistry on an informal basis by an individual in consultation with a department faculty member. Variable credit. Department consent required.

CHE 412
QUANTUM CHEMISTRY
Graduate
Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy. Cross-listed as CHE 312.

CHE 215 is a prerequisite for this class.

CHE 422
ADVANCED INORGANIC CHEMISTRY I
Graduate
First of a two-quarter sequence of inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable and can include any topic(s) that fall under the broad umbrella of inorganic chemistry.

CHE 320 is a prerequisite for this class.

CHE 424
ADVANCED INORGANIC CHEMISTRY II
Graduate
Second of a two-quarter sequence of inorganic chemistry for advanced undergraduates and graduate students in the M.S. program. The course emphasis is variable and can include any topic(s) that fall under the broad umbrella of inorganic chemistry.

CHE 320 is a prerequisite for this class.

CHE 430
POLYMER SYNTHESIS
Graduate
This course focuses on the key synthetic organic chemistry methods for making polymers and coatings. A detailed consideration is given to the three types of polymerization reactions: step, chain, and ring-opening polymerizations. Practical application of polymer chemistry in society is a theme throughout the course. Offered: Spring of even-numbered years. Offered: Spring of even-numbered years.
The goal of this lab course is to expose students to experimental polymer chemistry. This course focuses on the key synthetic methods for making polymers and basic structural characterization techniques. Practical application of polymer chemistry in society is a theme throughout the course. Laboratory fee: $70.00. Offered: Spring of odd-numbered years. Formerly CHE 461.

This course looks at the broad subject of the physical chemistry of polymers and coatings. A detailed consideration is given to the role of molecular conformation and configuration in determining the physical behavior of polymers. Practical application of physical polymer chemistry in society is a theme throughout the course. Offered: Spring of odd-numbered years.

CHE 304 is a prerequisite for this class.

This course looks at the broad subject of polymer characterization. A detailed consideration is given to major methods of analysis of chemical structure, molecular weight, morphology, and rheology. Practical application of polymer characterization in society is a theme throughout the course. Offered: Autumn of even numbered years.

The goal of this lab course is to expose students to hands-on polymer characterization techniques. This course will focus on the basic characterization techniques for determining structure and physical properties of polymers. Practical application of polymer characterization is a theme throughout the course. Laboratory fee: $70.00. Offered: Autumn of odd-numbered years. Formerly CHE 463.

This course looks at the broad subject of the polymer and coatings technology. A detailed consideration is given to polymerization processes, and polymer and coatings processing. Practical application of polymer and coatings technology in society is a theme throughout the course. Offered: Spring of odd-numbered years. Formerly CHE 460.

This course looks at the broad subject of the materials science with emphasis on theory and applications of metals, ceramics, polymers, coatings and composites from atomic and macroscopic points of view. Practical application of materials science is a theme throughout the course. Offered Autumn of odd-numbered years. Formerly CHE 462.

Offered: Spring. Cross-listed as CHE 344

In-depth exploration of the structure/function relationship of biomolecules, especially proteins. Offered: Autumn of even-numbered years.
CHE 444
ADVANCED BIOCHEMISTRY II
Graduate
Discussion and seminars in selected areas. Offered: Winter of odd-numbered years.

CHE 344 is a prerequisite for this class.

CHE 450
ADVANCED ORGANIC CHEMISTRY I
Graduate
First of a two-quarter sequence of organic chemistry for advanced undergraduates and graduate students in the M.S. program. This course emphasizes physical organic chemistry and mechanisms.

CHE 234 or CHE 238 is a prerequisite for this class.

CHE 452
ADVANCED ORGANIC CHEMISTRY II
Graduate
Second of a two-quarter sequence of organic chemistry for advanced undergraduates and graduate students in the M.S. program. This course emphasizes classic and modern synthetic methods.

CHE 234 or CHE 238 is a prerequisite for this class.

CHE 470
ADVANCED PHYSICAL CHEMISTRY I
Graduate
Thermodynamics. Offered: Autumn of even-numbered years.

CHE 472
ADVANCED PHYSICAL CHEMISTRY II
Graduate
Advanced topics in physical chemistry drawn from the areas of thermodynamics, statistical mechanics, kinetics, and molecular dynamics.

CHE 474
ADVANCED QUANTUM MECHANICS
Graduate
Quantum chemistry, electronic structure of atoms and molecules, molecular spectroscopy.

CHE 476
COMPUTATIONAL CHEMISTRY
Graduate
This course is designed to provide an accessible and practical introduction to computational chemistry. The course provides an overview of different methods commonly used in the field ranging from classical to quantum mechanical ab initio and density functional methods. CO-REQUISITE(S): CHE477.

CHE 477
COMPUTATIONAL CHEMISTRY LABORATORY
Graduate
Laboratory to be taken in conjunction with CHE476. The laboratory experiments students will perform will reinforce material presented in lecture and allow students to explore lecture topics in more detail. The writing of laboratory reports will also offer students the opportunity to develop their scientific writing skills. CO-REQUISITE(S): CHE476.

CHE 480
SPECIAL TOPICS IN ANALYTICAL CHEMISTRY
Graduate
This course may be any topic related to chemical analysis, such as mass spectroscopy, electrochemical analysis, principles of chromatography, polymer properties, coatings, sampling methods, design of experiments, etc. This course may be repeated if the topics are different.

CHE 204 is a prerequisite for this class.
CHE 482
SPECIAL TOPICS IN BIOCHEMISTRY
Graduate
This course may cover any topic related to biochemistry or medicinal chemistry. This course may be repeated if the topics are different.

CHE 484
SPECIAL TOPICS IN INORGANIC CHEMISTRY
Graduate
This course may cover any topic related to inorganic chemistry. This course may be repeated if the topics are different.

CHE 486
SPECIAL TOPICS IN ORGANIC CHEMISTRY
Graduate
This course may cover any topic related to organic chemistry. This course may be repeated if the topics are different.

CHE 488
SPECIAL TOPICS IN PHYSICAL CHEMISTRY
Graduate
This course covers specific topics in the area of physical chemistry. Examples of topics include single molecule techniques, molecular electronic spectroscopy, interaction of electromagnetic radiation with particulate matter, and hydrogen bonding. This course may be repeated if the topics are different.

CHE 490
ADVANCED PROBABILITY AND STATISTICS
Graduate
This course introduces students to statistical methods that can be used in error analysis of experimental data. Computers are used to apply concepts discussed in lecture to actual data sets. Offered: Winter of even-numbered years. Familiarity with Excel or a modern programming language is strongly recommended.

CHE 497
RESEARCH
Graduate
This course requires independent experimental exploration under the supervision of a faculty member. Thesis students must write a thesis based on their research project and successfully complete a two-part oral exam. The first part of the examination consists of the thesis presentation and defense; the second part is an oral examination concerning the student's general knowledge of chemistry.

CHE 500
INDEPENDENT STUDY
Graduate
Variable credit. This course may be repeated as needed.

CHE 502
CANDIDACY CONTINUATION
Graduate
Required of all students who are not registered for regular courses but who occasionally utilize university facilities during completion of course requirements and/or research. This course carries no credit. Quarterly fee applies.

CHN 101
BASIC CHINESE I
Undergraduate
Listening to, speaking, reading and writing Chinese in a cultural context for the beginning student.
CHN 102
BASIC CHINESE II
Undergraduate
Continued emphasis on the four skills in culturally-authentic situations.

CHN 103
BASIC CHINESE III
Undergraduate
Further work on the basic elements of the Chinese language, spoken as well as written, with due regard to the cultural context of Chinese expression.

CHN 104
INTERMEDIATE CHINESE I
Undergraduate
Intensive practice in the use of Chinese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

CHN 105
INTERMEDIATE CHINESE II
Undergraduate
Continuing practice in spoken and written Chinese and further development of reading and listening abilities in an authentic cultural context.

CHN 106
INTERMEDIATE CHINESE III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Chinese with a concomitant heightened awareness of the cultural dimensions of the Chinese language.

CHN 110
INTENSIVE BASIC CHINESE I (FOR PARTICIPANTS IN DAAAO PROGRAM)
Undergraduate
An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student. For participants in the DAAAO Program.

CHN 111
INTENSIVE BASIC CHINESE II (FOR PARTICIPANTS IN DAAAO PROGRAM)
Undergraduate
An intensive introduction to reading, writing, and speaking Mandarin in a cultural context for the beginning student; continues CHN 110. For participants in the DAAAO Program.

CHN 117
INTENSIVE BASIC CHINESE I
Undergraduate
This is part I of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module(OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module(FtFM) in which you take tests and have conversational practices in a weekly face-to-face class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in mandarin Chinese.
CHN 118
INTENSIVE BASIC CHINESE II
Undergraduate
This is part II of a two-course sequence of hybrid Basic Chinese which is equivalent to the 1st-year sequence CHN101-102-103. The hybrid course is offered in two modules: Online Learning Module(OLM) in which you self-learn the online content on our course website and finish on-line assignments during the weekdays and the Face-to-Face Module(FtFM) in which you take tests and have conversational practices in a weekly face-to-face class meeting every Friday afternoon. The class will focus on developing students' basic conversational and literary proficiency in mandarin Chinese. CHN 117 or equivalent, including placement test or permission of instructor, is recommended.

CHN 141
INTENSIVE CHINESE
Undergraduate
Intensive introduction to Chinese, with emphasis on practical speaking, listening, and reading skills.

CHN 197
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.

CHN 198
STUDY ABROAD
Undergraduate
Variable credit.

CHN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

CHN 201
ADVANCED CHINESE I
Undergraduate
Further work on grammatical principles as well as intensive reading and writing practice.

CHN 202
ADVANCED CHINESE II
Undergraduate
Continued emphasis on grammatical principles and further refinement of all four language skills.

CHN 203
ADVANCED CHINESE III
Undergraduate
Special emphasis on conversation within the context of all four skills.

CHN 211
LANGUAGE AND SOCIETY IN MODERN CHINA
Undergraduate
This course explores contemporary society and culture in China through readings and discussions. Topics include: the features and history of the languages spoken in Mainland China, Taiwan, and Hong Kong, the mutual influence between these languages and cultural traditions, the recent economic boom, the internet, and English. CHN 106 or equivalent and CHN 201-203 recommended.
CHN 252
INTRODUCTION TO COMMERCIAL CHINESE
Undergraduate
This course helps students develop basic interpretive, presentational, and interactive skills that are needed in business-related Chinese social contexts. You will learn pertinent vocabulary, idiomatic expressions, cultural information, and etiquette that are needed when doing business with Chinese businesspeople or in Chinese society. Mandarin Chinese is used for the majority of instruction, although English is also employed to explain certain cultural information and relevant business etiquette. CHN 106 or equivalent and CHN 201-203 recommended.

CHN 297
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.

CHN 298
STUDY ABROAD
Undergraduate
Variable credit.

CHN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

CHN 301
ADVANCED SPEAKING
Undergraduate
Advanced practice of speaking skills in Mandarin, focusing on expanding vocabulary and information needed for the discussion of topics to full capacity in the target language. CHN 106 or equivalent and CHN 201-203 recommended.

CHN 302
ADVANCED READING
Undergraduate
Advanced practice of reading skills in Mandarin, focusing on increase in vocabulary and reinforcement of their grammatical knowledge, using textual clues to find the meanings of unknown words. CHN 106 or equivalent and CHN 201-203 recommended.

CHN 303
ADVANCED WRITING
Undergraduate
Advanced practice of writing skills in Mandarin, focusing on standardized formal writing practices, ranging from the writing of letters to the writing of essays including both descriptive and expository styles. CHN 106 or equivalent and CHN 201-203 recommended.

CHN 370
CHINESE CULTURE THROUGH FILM
Undergraduate
Survey of major twentieth-century Chinese films illustrating the history, politics, society and economy of modern China, with special attention to the continuity between tradition and modernity. CHN 106 or equivalent and CHN 201-203 recommended.

CHN 397
SPECIAL TOPICS IN CHINESE
Undergraduate
See schedule for current offerings.
CHN 398
STUDY ABROAD
Undergraduate
Variable credit.

CHN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

CHN 401
ADVANCED SPEAKING
Graduate
Advanced practice of speaking skills in Mandarin, focusing on expanding vocabulary and information needed for the discussion of topics to full capacity in the target language. Three years of college study or equivalent knowledge recommended.

CHN 402
ADVANCED READING
Graduate
Advanced practice of reading skills in Mandarin, focusing on increase in vocabulary and reinforcement of their grammatical knowledge, using textual clues to find the meanings of unknown words. Cross-listed with CHN 302.

CHN 403
ADVANCED WRITING
Graduate
Advanced practice of writing skills in Mandarin, focusing on standardized formal writing practices, ranging from the writing of letters to the writing of essays including both descriptive and expository styles. Students in this course will develop vocabulary, expressions, peculiar reading and writing strategies through working with historical texts. They are also expected to develop deeper understanding of the content in the texts as well as the special historical and cultural contexts of the selected texts. All assignments will be submitted in mandarin Chinese. Cross-listed as CHN 303.

CHN 470
CHINESE CULTURE THROUGH FILM
Graduate
Survey of major twentieth-century Chinese films illustrating the history, politics, society and economy of modern China, with special attention to the continuity between tradition and modernity. Cross-listed with CHN 370.

CHN 497
SPECIAL TOPICS IN CHINESE
Graduate
See schedule for current offerings.

CHN 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

CHN 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.
CMN 101
INTRODUCTION TO HUMAN COMMUNICATION
Undergraduate
This course provides an introduction to the field of relational, group and organizational communication. Students become acquainted with the basic terms, concepts and theoretical perspectives used to examine communication in dyadic, group and organizational contexts.

CMN 102
INTRODUCTION TO MASS COMMUNICATION (CROSS-LISTED WITH ART 179)
Undergraduate
This course offers students a broad overview of the mass media (print, film, video, recorded music, radio, television and the internet) with a particular focus on how these media impact our everyday lives. Students will develop critical frameworks for understanding how power operates across the media spheres of production, circulation, representation and reception. Attention is placed on how the social categories of race, class, gender, sexuality, ethnicity, age and nationality inform each of these media spheres. The course also considers how recent developments in digital technologies, media convergence and globalization have transformed our media culture.

CMN 103
INTERCULTURAL COMMUNICATION
Undergraduate
Examines the role culture plays in interethnic and international communication. Explores differences and similarities in cultural values and communication behaviors between and among diverse cultures and develops intercultural competence. Critiques stereotypes and increases cultural sensitivity.

CMN 394
ADVANCED COMMUNICATION INTERNSHIP
Undergraduate
This course is for communication majors and minors who meet eligibility requirements. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contributed to their organizations, and discuss societal and world issues, as they affect their workplaces. Students are required to work 10 hours per week while enrolled in the course. Students must complete the Communication Internship orientation workshop. Students registering for a hybrid section must also attend five 2-hour class meetings.

CMN 395
COMMUNICATION INTERNSHIP SPECIAL TOPICS
Undergraduate
This course is for students who wish to receive academic credit for a second or third internship. Must be a Communication major or minor who has completed CMN 394 or ISP250 and meets eligibility requirements. Must be taken concurrently with an internship. Topics include building and managing a communication career, effective networking, and leadership development.

CMN 396
CAPSTONE IN COMMUNICATION
Undergraduate
Making a difference: Communication Senior Capstone. Exploration of student skills, knowledge and interests, as well as how these might have a concrete contribution to contemporary society.

Senior Standing is a prerequisite for this class.

CMN 591
INTERNSHIP
Graduate
This graduate level course is designed to integrate the student's work experience at the internship site with a career-management curriculum that enhances internship success and increases employability.

CMNS 290
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.
CMNS 291
RESEARCH METHODS
Undergraduate
This course is an introduction to the study of communication through the observation and analysis of empirical (i.e. aspects of the observable world) data. It will stress how to form appropriate questions from the theories (or hunches, dreams etc.) and rigorously test these propositions (quantitatively and qualitatively) to see how well they correspond to the world outside ourselves. An added benefit of the course will be to show how to be a more informed judge of the claims of others. The format of the course is lecture/discussion.

CMNS 305
PERFORMANCE STUDIES
Undergraduate
The course traces the shift from the field of Oral Interpretation to the emergence of Performance Studies, as a discipline, with particular attention to the primary theorists and practitioners that have set the foundation and scope of the field of Performance. Taking a historical approach to the development of the field, the course will explore performance epistemologies, performative methodologies, and performative theories, offering students the opportunity to study and engage contemporary approaches to performance research.

CMNS 306
TOPICS IN PRESENTATION
Undergraduate
Courses offer advanced analysis of presentational forms. Students will enact presentational theories in relational, small group, or public communication contexts.

CMNS 315
HEALTH COMMUNICATION
Undergraduate
This course overviews the theory and practice of communication in the health care setting. Topics include the dynamics of doctor-patient interaction and the cursory nature of health care campaigns. (Organizational, Relational)

CMNS 358
LEADERSHIP AND TEAM BUILDING
Undergraduate
This course will introduce the student to the theory and practice of self-managed work teams. This approach to group dynamics has many short term and long term benefits, such as solving problems across organizational boundaries or in changing the nature of work and supervision itself. (Group, Organizational)

CMNS 360
RELATIONAL, GROUP, AND ORGANIZATIONAL THEORY
Undergraduate
This course surveys relevant theoretical developments in the field of communication. While exploring the major theoretical paradigms that inform and guide the study of human communication, students receive insight into the significance and meaning of their own day-to-day communication activities and discover how theories provide complementary and viable explanations for analyzing as well as assessing the impact of communication in relational, group and organizational contexts.

CMNS 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

CMNS 501
COMMUNICATION IN CULTURAL CONTEXTS
Graduate
Analyzes theories of the interaction between culture and communication. Investigates the facets of culture that influence communication in a variety of settings, ranging from corporate and educational realms to social and familial domains, particularly among people from different cultures. Examines how communication can serve to bridge gaps in a multicultural setting. Formerly CMN 501.

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CMNS 502
INTERCULTURAL COMMUNICATION THEORIES
Graduate
The course provides an overview of different theories of intercultural communication. The course also prepares students to conduct pure theoretical inquiry and theory-driven research into intercultural communication practices, processes, and patterns.

CMNS 504
LANGUAGE, THOUGHT AND CULTURE
Graduate
This course examines the interrelationship among language, thought, and culture. Reviews and critiques theories and research of how language or the use of symbols reflects culture and shapes reality for certain cultural/ethnic groups and organizations. Explores how language influences thought and action of the collective and of individuals in social, political and organizational settings.

CMNS 509
SPECIAL TOPICS IN MULTICULTURAL COMMUNICATION
Graduate
Course covers a variety of topics that address theories about multicultural communication such as culture, gender, sexual orientation, race, and ethnicity.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 521
LANGUAGE AND POWER
Graduate
Reviews the role of language and representation as social power. Topics include rhetorical form as strategy, semiotic analysis of power relations, language and the construction of subjectivity, and discursive structures of empowerment.

CMNS 522
RHETORICAL CONSTRUCTIONS OF IDENTITY
Graduate
Focuses on the rhetorical theories and practices through which various cultural groups within the US. construct a sense of identity. The course examines different rhetorical forms and strategies through an analysis of the rhetorical situations, texts and artifacts of various cultural groups.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 523
GENDERED COMMUNICATION
Graduate
Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as MLS 445/WMS 440).

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 525
COMPARATIVE MANAGEMENT COMMUNICATION
Graduate
Examines and contrasts the management philosophies of different cultures around the world, paying special attention to how European and Asian organizational practices influence structure, culture and communication within American corporations.

Status as a Graduate Communication student is a prerequisite for this class.
CMNS 526
COMMUNICATION IN ORGANIZATIONAL ASSIMILATION
Graduate
This class introduces students to the processes by which individuals join, become a part of, and exit organizations. The course structure closely parallels the popular organizational assimilation stage model outlined below, but takes an explicit multicultural perspective throughout. Specifically, in addition to discussing the traditional body of work on this subject, which often ignores issues of diversity, this course examines the organizational assimilation experiences for women, gays/lesbians, and ethnic minorities in the United States. Revealed here are some of the subtle and not-so-subtle ways which employees can be discriminated against at different stages of the assimilation process.

CMNS 527
ASSESSMENT AND INTERVENTION IN ORGANIZATIONS
Graduate
Organizations are symbolic realities constructed by humans in communication. In other words, organizations are creations, and both organizational members and observers need to comprehend them as such. Communication 527 is devoted to preparing you to become communication professionals able to understand organizations through the analysis of organizational patterns of meanings and expectations. Communication professionals help organizations to improve communication by (1) identifying differences between actual and desired conditions of communication and (2) devising ways to close the gap between actual and desired states. The first function involves organizational communication evaluation (gathering, analyzing, and interpreting data about an organization’s communication processes). The second function is referred to as intervention (actions taken to improve organization communication). People who perform organizational communication evaluation and intervention may be members of the organization or outside agents brought in to perform specific projects. This class will on the role of the communication professional in the maintenance and change of organizational communication functions, structures, and the communication processes that occur at various systems levels, including dyads, groups, intercultural and multicultural relations, and organization-wide network processes.

CMNS 529
TOPICS IN ORGANIZATIONAL AND MULTICULTURAL COMMUNICATION
Graduate
The current historical moment increasingly defines itself through (for, against, and in multiple relations to) globalization. This course surveys interdisciplinary theories, discourses and practices of globalization with an emphasis on communication and culture. Through reading, writing, and attending to contemporary and historical moments of globalization we consider its productive force in its transnational relations and dynamics, relations of power and uneven flows, as well as resistances and collaborative imaginaries of social justice and sustainable practices.

CMNS 530
INSTRUCTIONAL DEVELOPMENT
Graduate
This course is designed to assist students in understanding the principles necessary for effective design, delivery and evaluation of instruction based on recognition of situational learning styles, instructional content, the educational venue, and measured outcomes. The point of view of the course is that the instructional development process is a dynamic, unique, significant, and challenging concept that demands the attention of instructors and faculty in all educational settings, both academic and corporate. This course will help students reflect upon issues related to instructional development by emphasizing the realms of interaction within and about educational setting and the components that are recognized as critical in the development, delivery, and assessment of quality instructional experiences.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 531
INSTRUCTIONAL DEVELOPMENT PRACTICUM
Graduate
After completing CMNS 530, students have the option of taking CMNS 531. The course allows students to apply concepts learned in Instructional Development as they partner as a teaching assistant with a College of Communication instructor to prepare assignments, conduct teaching sessions, and grade.

Status as a Graduate Communication student is a prerequisite for this class.
CMNS 532
INTRODUCTION TO TRAINING AND DEVELOPMENT
Graduate
This course provides an introduction to training and its relationship to organizational problem solving. Basic and advanced training strategies are taught within the context of developing organizations. Organizations often have in house training and development specialists that facilitate on-going organizational change processes. The functions of such human relations specials are explored and the kinds of communication knowledge, competencies and skills needed to enact such functions are examined.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 541
ORGANIZATIONAL COMMUNICATION AND CULTURE
Graduate
The central purpose of this course is to introduce students to the role communication plays in organizational life. Throughout the quarter, attention will be devoted to examining the various theoretical perspectives from which organizational communication can be viewed, and selectively surveying major content topics and current issues in the organizational communication literature.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 542
MULTICULTURAL COMMUNICATION IN THE WORKPLACE
Graduate
Multicultural issues affect the communication of organizational members on a day-to-day basis. This course examines multicultural issues in professional settings. It provides students with knowledge about co-cultural communication patterns, which will enhance their own ability to interact. Further, it demonstrates how multicultural communication can be an organizational asset.

CMNS 543
COMMUNICATION AND ORGANIZATIONAL CHANGE
Graduate
Change in an organization implies change in communicative processes at the individual, dyadic, group and systemic levels. Communication variables that define patterns of interaction within these organizational contexts will be examined as well as key issues that might cause communication difficulties.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 544
POLITICS AND POWER IN ORGANIZATIONS
Graduate
Examines political activities sanctioned and encouraged by organizations, subjective political activities initiated by individuals, bases of power within organizations (influence strategies), living and working with organizational politics (coping mechanisms).

CMNS 545
COMMUNICATION AND TECHNOLOGY
Graduate
Communication and Technology explores the process through which technological and social systems co-create or invent each other. As such, this course not only examines the role that new communication technologies play in shaping our social systems and the organizations within them, but also looks at how social, cultural, economic and legal contexts influence the development and emergence of these technologies.

CMNS 546
BUSINESS AND PROFESSIONAL COMMUNICATION
Graduate
Explores presentational skills, interviewing skills, bargaining and negotiating skills, and small group communication skills. Surveys topics critical to effective managerial communication in a corporate environment. (Cross-listed with PRAD 510).
CMNS 547
COMMUNICATION IN CUSTOMER SERVICE
Graduate
America's economy is currently driven by service industries. In this course we will explore the communicative dimensions of customer service. By reviewing the theory and research of customer service and exploring the research methods available for assessing service, students will be both better able to appreciate the service process and diagnose and change ineffective service systems.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 548
TEAMS AND LEADERSHIP
Graduate
Modern organizations are increasingly interested in shifting their organizational structures toward the goal of creating self-managed work teams. Therefore, the current communication graduate greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. The December quarter version of this course will combine a relatively brief period of lecture/discussion with a teamwork intensive action learning component towards the goal of making each student competent to either spearhead a change to self-managed work teams in their own organization (if called upon to do so), or to understand and weather this change in work mode without stress.

CMNS 549
SPECIAL TOPICS IN ORGANIZATIONAL COMMUNICATION
Graduate
Course covers a variety of topics that address theories about organizational communication such as group processes, conflict management, and leadership.

CMNS 550
ORGANIZATIONAL DIVERSITY & LEADERSHIP
Graduate
CMNS 552
STRATEGIC COMMUNICATION
Graduate
This course explores the process by which communicators attempt to accomplish their goals. In particular, this course covers theories of persuasion, strategic message design (creating messages that take into account multiple audiences and goals), and how the inferential process influences decision-making.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 553
COMMUNICATION AND DIVERSITY TRAINING FOR LEADERS
Graduate
Diversity translates into knowledge, competencies and skills in business contexts. Diversity training for leaders will include an examination of EEO (Equal Employment Opportunity) requirements, affirmative action, sexual harassment and the ADA (Americans with Disabilities Act). This course provides an overview of how knowledge of diversity should influence training, recruiting, retention and other key managerial functions of business leaders including application of managerial philosophy.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 554
TECHNOLOGY & COMMUNICATION TRAINING STRATEGIES
Graduate
This course explores how communication processes in training contexts may be improved via the effective use of technology. Because employees have limited time to participate in onsite training activities, online strategies for the presentation of information, relevant application, peer review of objective mastery as well as employee discussion and feedback will be explored. Special communication strategies are needed to animate employee interest in online education as well.

Status as a Graduate Communication student is a prerequisite for this class.
CMNS 555
ADULT LEARNING THEORIES AND STRATEGIES
Graduate
The relationship between effective communication in training contexts and principles of adult learning is explored. The adult learner wishes to function in an autonomous and self directed environment, and brings a foundation of life experience and professional knowledge to the classroom. Communication trainers must provide goal oriented instruction that is both relevant and practical to those with intellectual and professional resources from which to draw. Adaptation and adjustment on the part of the instructor to the adult audience necessitates familiarity with both appropriate instructional strategies and applications.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 556
INTERCULTURAL CONFLICT AND NEGOTIATION STRATEGIES
Graduate
This course focuses on the role of communication strategies in conflict negotiation, mediation, and resolution within a globalized society. Students will be introduced to core concepts in intercultural communication in order to understand differing value systems and communication strategies between cultures. The course will examine conflict situations in a variety of cross cultural contexts, e.g., conflict in interpersonal relationships between members of different cultural groups, conflict in multicultural organizations, and conflict at global political levels. Students will apply intercultural communication theories to various cross cultural conflict scenarios in order to obtain practical and theoretical understanding of conflict negotiation and resolution between cultures.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 557
SPECIAL TOPICS IN TRAINING AND DEVELOPMENT
Graduate
This course varies on topics related to issues in training and development.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 561
INTERNATIONAL MEDIA
Graduate
Examines the political economy of the global media, with attention to institutional, historical, and contemporary questions of ownership and program content, as well as representations by the U.S. commercial news media of the foreign other and the representation of Western culture and institutional life in non-Western contexts. Includes examination of issues in the mass media now debated within the international community, pursuing questions about the New World Information Order, the international marketplace of images, cultural imperialism and national culture, and types of programming aimed at an international audience.

CMNS 563
MULTICULTURAL MEDIA REPRESENTATIONS
Graduate
This course examines both representational practices and theories that are informed by multicultural perspectives. It explores ways in which scholars and media practitioners have dealt with the epistemological problem of "difference" The course may take up topics such as race, class, age, and sexual orientation as categories of difference that have informed and continue to inform academic inquiries. The course also looks at historical and/or contemporary media texts, and analyzes them through these methods.

CMNS 581
QUALITATIVE RESEARCH METHODS
Graduate
Introduction to qualitative approaches to research in communication. The course includes a systematic review and application of ethnography, unstructured interviewing, personal document analysis, historical research, and critical practice. Addresses the rationale, method, and theory of each qualitative approach to research in addition to placing emphasis upon data collection and interpretation.

Status as a Graduate Communication student is a prerequisite for this class.
CMNS 582
QUANTITATIVE RESEARCH METHODS
Graduate
Introduces students to quantitative approaches to research and basic statistics. Topics include research design and control, survey construction, measurement and other general research issues, nonparametric statistics, correlation, the t-test and analysis of variance.

CMNS 583
RESEARCH METHODS
Graduate
Focuses on developing an understanding of appropriate quantitative and qualitative research methodologies and relevant descriptive and inferential statistics for the investigation of both practical and theoretical problems in the study of communication. By considering the nature, concepts, and logic of the research enterprise, permits a critically informed assessment of published research, including data gathering and data analysis procedures.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 590
COMMUNICATION WORKSHOP (VARIABLE TOPICS)
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

CMNS 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

CMNS 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

Status as a Graduate Communication student is a prerequisite for this class.

CMNS 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Communication student is a prerequisite for this class.
CNS 228
LEGAL, ETHICAL AND SOCIAL ISSUES IN INFORMATION SECURITY (FORMERLY CNS 330)
Undergraduate
This course is designed to acquaint students with electronic privacy, security and ethics. Students will gain an understanding of information ethics, existing and emerging cyber-laws, organizational liability issues, and explore several Code of Ethics. Students will learn about real and potential security issues, steps that can be taken to create environments of trust, how to evaluate the strengths and weaknesses of a firm's information resource environment, and risk management and operation feasibility issues.

CNS 320
COMPUTER FORENSIC AND INCIDENT RESPONSE
Undergraduate
Introduction to the topics of computer forensic, computer crimes, response to security incidents, Cybercrime investigation and prosecution. Students will learn how an organization can setup a security response team, prepare for Security incidents and manage these incidents. PREREQUISITE(S): CSC 212 or CSC 262 or IT 232 or CSC 224 or CSC 309 or CSC 300

CNS 340
FUNDAMENTALS OF INFORMATION ASSURANCE (FORMERLY CSC390)
Undergraduate
This course is a survey of the fundamental elements of computer security and information assurance. Topics may include confidentiality, integrity, and availability; security policies; authentication; access control; risk management; threat and vulnerability assessment; common attack/defense methods; ethical issues.

CNS 355
PHYSICAL AND IT SECURITY CONVERGENCE
Undergraduate
This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CNS 366
CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY
Undergraduate
This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CNS 340 or TDC 377 or IT 263

CNS 378
HOST BASED SECURITY
Undergraduate
Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems. PREREQUISITE(S): CSC 374 or TDC 311

CNS 388
SECURITY TESTING AND ASSESSMENT
Undergraduate
Vulnerability assessment and ethical security testing; review of ethical concerns and legal issues associated with security testing activities; study and analysis of the defensive mechanisms used to mitigate such threats. There will be extensive hands-on laboratory exercises. PREREQUISITE(S): TDC 377
CNS 394
INFORMATION SYSTEMS SECURITY ENGINEERING I
Undergraduate
This course requires students to apply Information System Security Engineering methods and processes to design, document and implement comprehensive security infrastructures in realistic scenarios. Students will work in teams through the entire life cycle of a Security infrastructure project from needs discovery, threat assessment, architecture design, implementation, effectiveness assessment and auditing. The course is designed to span two quarters. In this first quarter, student will learn the Information Systems Security Engineering process and performs asset identification, threat assessment and system requirement specification. PREREQUISITE(S): CNS 378 (formerly IT 378) and TDC 377 and TDC 379.

CNS 395
INFORMATION SYSTEMS SECURITY ENGINEERING II
Undergraduate
This senior project capstone course requires students to apply Information System Security Engineering methods and processes to perform the design and implementation of Information Systems Security infrastructures. The human and sociological impacts of Information Security will be studied with a particular focus on privacy issues, ethical use of Security tools and cultural and legal difference that exist in a globally connected but diverse world. PREREQUISITE(S): CNS 394

CNS 397
TOPICS IN COMPUTER, INFORMATION AND NETWORK SECURITY
Undergraduate
May be repeated for credit.

CNS 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Consent of dean.

CNS 418
INTRODUCTION TO HOST SECURITY
Graduate
Principles of host based security. Review of security methods used to ensure the confidentiality, integrity, and availability of the information stored on a host. The class will cover OS configuration, access control, anti-malware, public facing application security, host-based intrusion detection/prevention, host-based firewalls and audit & compliance. Course includes laboratory work with both the Linux and Windows operating systems. PREREQUISITE(S): TDC 411

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CNS 450
COMPUTER FORENSICS
Graduate
This course focuses on the forensic analysis of data from computer systems. This course covers: preservation and interpretation of evidence; file systems, e.g., Ext3 and NTFS; storage behavior of applications; forensic tools; tool development and automation; indexing documents; reporting and testimony. Optional topics include: anti forensics; data mining; data recovery; intrusion detection; software forensics. PREREQUISITES: (CSC 212 or CSC 224 or CSC 300) and (CSC 301 or CSC 373 or CSC 383 or instructor consent)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CNS 455
PHYSICAL AND IT SECURITY CONVERGENCE
Graduate
This course introduces students to the fundamental processes associated with the Physical Security discipline. This course will present the convergence of IT Security and Corporate Physical Security, focusing on where convergence takes place - at the technology, process and function level. Students will look at real-world illustrations of implementation and analyze perceived efficiencies and cost-savings. This course is designed for students who desire to understand physical and IT security in the framework of Enterprise Risk Management.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
CNS 466
CRITICAL INFRASTRUCTURE AND CONTROL SYSTEMS CYBERSECURITY
Graduate
This course is an introduction to the cybersecurity challenges for control systems present in industry, homes and traditional businesses such as manufacturing. Topics covered include the design and setup of Supervisory Control and Data Acquisition (SCADA) systems, Distributed Control Systems (DCS), and Programmable Logic Controller (PLC) systems. As these systems are typically designed without any intrinsic security mechanism, we will study the challenges of protecting them and how to employ a defense-in-depth methodology to secure them. This class will focus on the security risks of critical infrastructure systems (such as Electrical, Pipelines, Water/Wastewater and transportation) and methods to protect them. PREREQUISITE(S): CNS 340 or TDC 377 or IT 263 or IS 433 or TDC 477

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CNS 477
LEGAL ISSUES IN INFORMATION ASSURANCE
Graduate
This graduate course is a survey of legal issues arising under information security and control frameworks such as COBIT and IS017799. Topics include the basics of trademark, copyright, patent and trade secrets and protection strategies for each of them; software licensing issues; data privacy under state, federal and international law; evidence and digital forensic practices; ethics; the Computer Fraud and Abuse Act's boundaries for illegal access to computers; electronic surveillance and cyber traps; information security measures mandated by select federal statutes (HIPAA, Gramm-Leach-Bliley and Sarbanes-Oxley); and practical techniques on how to find and keep abreast of legal issues affecting information security. PREREQUISITE(S): IS 433

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CNS 488
SECURITY TESTING AND ASSESSMENT
Graduate
Methodologies and tools for performing vulnerability testing; management of security testing initiatives and activities; review of the different types of assessments, legal issues, ethical concerns. Defensive mechanisms to mitigate the risks illustrated by the assessment using Defense-In-Depth architectures. Concepts illustrated using hands-on lab exercises. PREREQUISITE(S): TDC 477

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CNS 594
COMPUTER INFORMATION AND NETWORK SECURITY CAPSTONE
Graduate
Design, setup and configuration of realistic enterprise computing and networking environments. Securing the infrastructure and integration of different services and technology in efficient, secured and redundant manners. Technologies will include: open-source and commercial products, firewalls, Virtual Private Networks (VPNs), authentication systems, Intrusion Detection Systems (IDS), advanced routing mechanisms (OSPF, BGP, IS-IS), highly redundant and robust networking. PREREQUISITE(S): TDC 477 or TDC 572

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CNS 599
TOPICS IN COMPUTER, INFORMATION AND NETWORK SECURITY
Graduate
Independent study form required. PREREQUISITE(S): Consent of instructor.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

COM 300
ORCHESTRATION I
Undergraduate
(4 credits) Ranges, sonorities and characteristics of woodwind, brass, percussion and string instruments; orchestral studies of representative works from various periods; arrangements for orchestral ensembles.

A petition to major and MUS 230 are a prerequisite for this class.
COM 301
16TH CENTURY COUNTERPOINT
Undergraduate
(4 credits) Species counterpoint; melodic, formal and "harmonic" practices in Renaissance polyphony; free composition in the style; analysis and in-class performances of Renaissance music and original student compositions.
A petition to major and MUS 230 are a prerequisite for this class.

COM 302
18TH CENTURY COUNTERPOINT
Undergraduate
(4 credits) Contrapuntal techniques of Bach and Handel; analysis, composition, and in-class performances of solo and ensemble works in the style.
A petition to major and COM 300 are a prerequisite for this class.

COM 303
20TH CENTURY COUNTERPOINT
Undergraduate
(4 credits) Exploration of contrapuntal techniques using 20th century vocabularies; analysis of selected compositions from the 20th-century, including works of Ives, Schonberg, Webern, Bartok, Hindemith and others as well as music of very recent times.
COM 326 is a prerequisite for this class.

COM 305
ANALYTICAL STUDIES
Undergraduate
(4 credits) Use of various analytical techniques for detailed studies of selected compositions.
MUS 230 is a prerequisite for this class.

COM 313
INTRODUCTION TO COMPOSITION
Undergraduate
(2 credits) Basic composition. Recommended as preparatory for COM 307. This course may be repeated for credit.
Status as a Music student is a prerequisite for this class.

COM 315
COMPOSITION
Undergraduate
Exploration of twentieth century techniques through creative projects and possible analytical assignments. Projects are designed to lead to the completion of compositions for a variety of performance media, culminating in the senior composition project.
A petition to major is a prerequisite for this class.

COM 320
ORCHESTRATION II
Undergraduate
A petition to major and COM 300 are a prerequisite for this class.
COM 326  
**ELECTRO-ACOUSTIC MUSIC I**  
*Undergraduate*  
(4 credits) Introduction to the history and literature of electro-acoustic music. Introduction to electronic tools and techniques, including MIDI sequencing, timbral manipulation, and digital sampling.  
Status as a Music student is a prerequisite for this class.

COM 327  
**ELECTRO-ACOUSTIC MUSIC II**  
*Undergraduate*  
(4 credits) Introduction to digital video and multimedia composition and delivery. Further study in the history, literature, and analysis of electro-acoustic music.  
COM 326 is a prerequisite for this class.

COM 398  
**INDEPENDENT STUDY**  
*Undergraduate*  
INDEPENDENT STUDY  
A petition to major is a prerequisite for this class.

COM 404  
**ANALYTICAL STUDIES**  
*Graduate*  
(4 credits) The study and practice of specific analytical techniques as related to specific works from the common practice period through the present day.  
Status as a Graduate Music student is a prerequisite for this class.

COM 405  
**GRADUATE ANALYTICAL STUDIES**  
*Graduate*  
(4 credits) The study and practice of specific analytical techniques as related to specific works from the common practice period through the present day.  
Status as a Graduate Music student is a prerequisite for this class.

COM 415  
**COMPOSITION**  
*Graduate*  
The study of advanced compositional issues at the graduate level which will culminate in a final composition project.  
Status as a Graduate Music student is a prerequisite for this class.

COM 416  
**COMPUTER ASSISTED COMPOSITION**  
*Graduate*  
(4 credits) The purpose of this course is to offer composition majors an introduction to the use of computers in the implementation of generative and formal strategies for music composition.
COM 441
COMPOSITION I
Graduate
(4 credits) This course series will focus on advanced compositional issues at the graduate level and culminate in a final composition project.
Status as a Graduate Music student is a prerequisite for this class.

COM 442
COMPOSITION II
Graduate
(4 credits) This course series will focus on advanced compositional issues at the graduate level and culminate in a final composition project.
Status as a Graduate Music student is a prerequisite for this class.

COM 443
COMPOSITION III
Graduate
(4 credits) This course series will focus on advanced compositional issues at the graduate level and culminate in a final composition project.
Status as a Graduate Music student is a prerequisite for this class.

COM 444
NOTATIONAL SEMINAR: NOTATION, COMPOSITION, & SOUND STRUCTURES
Graduate
(4 credits) A study of some of the most relevant notational issues that have emerged in western music since WWII.
Status as a Graduate Music student is a prerequisite for this class.

COM 445
TWENTIETH CENTURY MUSIC TOPICS
Graduate
(4 credits) A review of significant 20th century literature and techniques as partial preparation for the oral comprehensive exam.
Status as a Graduate Composition student is a prerequisite for this class.

COM 446
NEW MUSIC COMPOSITION SEMINAR
Graduate
Analysis of compositional and notation techniques as found in significant new works from the last twenty-thirty years for chamber ensembles or orchestral ensembles. Students will develop weekly presentations on specific works that will eventually be presented at the department's weekly meeting sessions and will also develop a minimum 10 page paper on one-two works.

COM 447
NON-WESTERN SOUND AND CONCEPT IN CONTEMPORARY MUSIC
Graduate
This class will consist of two major elements. Once is a survey of the non-western influences in question and the second is the application of non-western influences to actual composition. The final goal of the class is to produce a small scale composition, which demonstrates that application of any non-western music ideas-whether covered during the course of selected by individual choice.

COM 498
INDEPENDENT STUDY
Graduate
Status as a Graduate Music student is a prerequisite for this class.
COM 499
THESIS COMPOSITION
Graduate
Status as a Graduate Music student is a prerequisite for this class.

CPL 210
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY I
Undergraduate
Classical Antiquity and the Middle Ages Representative works from the Bible, ancient Greek and Roman literature, and European literature of the Middle Ages. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Homer, Sappho, Aeschylus, Sophocles, Euripides, Hippocrates, Aristophanes, Plato, Aristotle, Cicero, Lucretius, Ovid, Seneca, Plutarch, Augustine, Maimonides, Dante. Formerly ISP 210.

CPL 211
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY II
Undergraduate
From Renaissance to Enlightenment Representative works of European literature from the Renaissance to the Enlightenment. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Pico della Mirandola, Machiavelli, Erasmus, Rabelais, Bacon, Las Casas, Montaigne, Shakespeare, Descartes, Hobbes, Milton, Pascal, Locke, Defoe, Voltaire, Hume, Rousseau, Kant, Sade. Formerly ISP 211.

CPL 212
GREAT IDEAS, THE INDIVIDUAL AND SOCIETY III
Undergraduate
The Modern Era Representative works of European literature from the French Revolution to the modern period. Emphasis on close reading of particular texts in different genres; all readings in English. Authors treated in this sequence may include: Hegel, Kierkegaard, Marx, Melville, Flaubert, Nietzsche, Freud. Formerly ISP 212.

CPL 301
EPIC AND ROMANCE
Undergraduate
Study of examples of heroic literature from a variety of cultures, including Western and non-Western civilizations.

CPL 302
COMEDY
Undergraduate
Study of important examples of dramatic comedy; selections may range from ancient times to the present day with some attention to the relevant theories of comedy (Aristotle, Freud, Bergson, Frye, etc.).

CPL 303
TRAGEDY
Undergraduate
Study of important examples of dramatic tragedy; selections may range from ancient times to the present day with some attention to the relevant theories of tragedy.

CPL 304
THE NOVEL
Undergraduate
Study of the novel, any period or subgenre (historical, picaresque, romantic, realist etc.) from any given area or country with some attention to the literary theory of the particular novels in question.

CPL 305
AUTOBIOGRAPHICAL/CONFESSIONAL LITERATURE
Undergraduate
Study of autobiographical/confessional literature; selections may range from ancient times to the present day from any given area or country with some attention to the relevant theories of these genres.
CPL 306
UTOPIAN LITERATURE
Undergraduate
Study of utopian literature; selections range from the Renaissance to the present day. Readings are discussed within the context of relevant political and social theory.

CPL 311
REVOLUTIONARY LITERATURE
Undergraduate
Study of revolutionary literature in any of its manifestations and genres in specific areas and periods.

CPL 312
THE LITERATURE OF IDENTITY
Undergraduate
Cross-cultural study of self-discovery and identity as manifested in the literatures of self-awareness and self-definition (African-American, Hispanic, gay/lesbian, etc.).

CPL 313
FEMINIST LITERATURE
Undergraduate
Cross-cultural synchronic or diachronic study of feminist literature.

CPL 319
TOPICS IN COMPARATIVE LITERATURE
Undergraduate
Selected topics on any theme from comparative literature.

CPL 355
CONTEMPORARY CRITICISM
Undergraduate
An overview of contemporary criticism from Russian formalism to post-modernism.

CS 447
CURRICULUM DESIGN FOR THE MIDDLE GRADES
Graduate
This course is designed to provide students with a comprehensive understanding of the history of and rationale for middle level education as well as the curricular and pedagogical knowledge needed to meaningfully engage middle level students in learning within and across the content areas. Important considerations and strategies for disciplinary and interdisciplinary learning in the middle school classroom, as well as the importance of reading and writing across the curriculum with regard to these, will be addressed.

CS 460
LEARNING IN A TECHNOLOGY-SUPPORTED CLASSROOM
Graduate
An examination of current theories about instructional technology and of recent literature in the field. Students will become familiar with particular technology appropriate for their areas of interest and will learn to evaluate this software for a variety of instructional purposes. The course includes: frameworks for classifying educational uses of the technology; an analysis of selected research on educational technology; theories and practices of using technology in classrooms; and the advantages and disadvantages of distance learning. Emphasis throughout will be on why and how technology can be used to enhance the learning process. [Assumes a background equivalent to that provided by CS 420].
CS 461  
LITERACY PROCESSES AND PRACTICES  
Graduate

Foundational theoretical perspectives and practices for teaching and learning language and literacy in a diverse, changing, and political world. Background of knowledge in the area of learning and exposure to the controversies that surround the teaching of literacy will be used to develop an understanding of literacy learning in action. Students will be invited to participate in the current conversations around literacy learning and teaching in order to inform their everyday curricular decisions.

CS 463  
ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: EMERGENT & DEVELOPING READING  
Graduate

Assessment, diagnosis and instructional planning for early and emergent learners. Building on a knowledge base of emergent reading processes and literacy practices, teachers will explore the ways in which young learners construct meaning and use language purposefully in their unique social worlds, even before beginning school. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support emerging and struggling readers with appropriate materials and theoretically sound instructional practices.

CS 461 is a prerequisite for this class.

CS 464  
ASSESSMENT, DIAGNOSIS, DEVELOPMENTAL/REMEDIAL MATERIALS & RESOURCES: MIDDLE SCHOOL/ADOLESCENT READING  
Graduate

Assessment, diagnosis and instructional planning for middle school students. Building on a knowledge base of reading processes and literacy practices, teachers will explore the ways in which students construct meaning and use language purposefully in their unique social worlds. Participants in this course will learn to use performance based assessments as well as more formal standardized measures of achievement to support middle school and adolescent readers with appropriate materials and theoretically sound instructional practices.

CS 461 is a prerequisite for this class.

CS 465  
TEACHING READING IN THE CONTENT AREAS  
Graduate

This course focuses on teaching reading in various subject (content) areas and emphasizes non-fiction reading process, strategies, and theories for grades K-9. The course, will examine what it means to be literate in the elementary content areas (e.g. science, math, social studies, arts). Emphasis will be placed on learning effective literacy strategies for different subject areas. There will also be a focus on how one uses reading and writing to think, act, speak question and apply the tools of each content/subject area in ways that are unique to that discipline. Additionally, as teachers it is important to remember that students will bring various literacies from their homes and communities. An important emphasis will be on creating learning environments that honor student diversity, and learning about multiple ways of knowing, acting, and communicating.

CS 461 is a prerequisite for this class.

CS 470  
TEACHERS AS LEADERS  
Graduate

Develops skills in designing and implementing collaborative and consultative approaches to instruction; enhances skills needed to communicate effectively with other educators, administrators, and parents. Explores shared decision-making, school restructuring, school-based management, and peer coaching and mentoring.

CS 471  
DIVERSITY IN THE CLASSROOM  
Graduate

Examines issues related to diversity that result when students from diverse socioeconomic, cultural, linguistic, and academic backgrounds are in the same classroom. Explores the impact of inclusion, ESL, bilingual, and bicultural programs on instruction. Emphasis on developing strategies to meet individual student needs within the regular classroom.
CS 472
ETHICS, CURRICULUM AND SOCIAL CHANGE
Graduate
Explores some major issues impacting curriculum, including cultural and socioeconomic factors, legal issues, conflicting values, pressures for assessment, and the push to include technology. Examines the historical development and current state of education in the U.S. as compared to education in other cultures. Emphasis on ways that educators can work as change agents within the competing demands of these forces.

CS 473
ASSESSMENT
Graduate
Explores current theory and practice regarding alternate forms of assessment, including formal, standardized, and informal tests and inventories; selection, evaluation, and interpretation of tests used in educational settings; portfolio assessment, video performances, and presentations; preparation and use of teacher-made tests; evaluating outcomes; and utilizing data to improve instruction. The critical examination of multiple perspectives of assessment theories, policies and practices center around the emphasis on developing strategies to evaluate student progress.

CS 481
THE STUDY OF TEACHERS AND TEACHING
Graduate
A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will be expected to become familiar with alternative ways of studying teachers and the teaching process in his/her area of expertise. While many school settings will be utilized because of the many studies done in this area, research in non-school settings will be given a good deal of emphasis.

CS 482
THE HISTORY OF CURRICULUM PRACTICE
Graduate
A survey of trends and movements in curriculum practice. Particular emphasis will be placed on the recurrent nature of curriculum practices and the reasons for this. The underlying models of curriculum practice in their historical settings will be considered as possible methods for modern day needs and the assets and liabilities of those models will be used in viewing modern day practices.

CS 484
MULTIMEDIA MATERIALS PRODUCTION
Graduate
This course will analyze the role of multimedia materials in instruction. A variety of media will be explored (including software, the Internet, audio, video, slides and film). Students will be expected to manipulate a variety of images and produce sample materials for critique and analysis. The primary focus will be on enhancing learning in elementary and secondary schools.

CS 485
CURRICULUM/PROGRAM EVALUATION
Graduate
Evaluation is essential for curriculum/program development and implementation. Hence, understanding evaluation methods, technologies, and quality criteria is particularly relevant to educational leaders, curriculum/program designers, and technology specialists. In this course, students will critically examine a variety of current evaluation models, instruments, and resources. Students will also conduct a comprehensive analysis of a significant evaluation study relevant to their specific professional interest. Registration is restricted to students in Advanced Master's programs.

Status as an Advanced Masters Education student is a prerequisite for this class.

CS 487
INTRODUCTION TO CURRICULUM DELIBERATION
Graduate
An introduction to systematic and collaborative deliberation on curriculum problems. A pattern for deliberation (including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences) will be developed and exemplified. This pattern will be contrasted with other descriptions of curriculum planning. Each student will complete a project which describes his/her systematic formulation of a curriculum problem and a plan of action for resolving it.

Status as an Advanced Masters Education student is a prerequisite for this class.
CS 488
DESIGNING AND INTERPRETING CURRICULUM
Graduate
An examination of the underlying structures of diverse curricula and of the processes by which they are developed and implemented. Principles and methods for organizing subject matter will be analyzed. The translation of subject matter into curriculum will be examined with particular attention to the assumptions about subject matter built into texts and other curricular materials. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter.

CS 489
CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
Graduate
Introduces students to the educational philosophies of Russian thinkers Lev Vygotsky (1896 - 1934) and Mikhail Bakhtin (1895 - 1975) and Japanese thinkers Tsunesaburo Makiguchi (1871 - 1944) and Daisaku Ikeda (1928 - ). Students will locate confluences in these thinkers' philosophies and apply them to current curriculum or curriculum theorizing in their chosen discipline(s) (e.g., mathematics, social studies, language education, etc.), context(s) (e.g., policy, gender, socioeconomics, identity, etc.) and K-12/adult level(s). Topics covered include, among others, cultural-historical theory, socially constructed meaning making, zone of proximal development, dialogism, carnival, value and value-creating pedagogy, humanitarian competition, and human revolution.

CS 492
CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
Graduate
This course will provide the framework for the creation, development and sustainability of a professional learning community. Professional learning communities have at their core three guiding principles: 1) a focus on learning, 2) the creation of a collaborative culture and 3) a results-orientation. Within the professional learning community, members are committed to working collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for the students and community they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

CS 579
RESEARCH IN TEACHING READING: DEVELOPMENTAL & REMEDIAL READING INSTRUCTION & SUPPORT: BEST PRACTICES
Graduate
In this course, students will explore and analyze current literacy research through the critical lenses of educational practitioners. Students will: identify meaningful questions about literacy practices in their classrooms and schools; create a plan for addressing the identified research question(s); collect and analyze data relevant to the research question(s); and organize and present the research findings. This inquiry project, or an extension of it, may subsequently become the basis for the student's Master's paper or thesis.

CS 461 is a prerequisite for this class.

CS 580
RESEARCH SEMINAR IN CURRICULUM STUDIES
Graduate
This course is designed to help graduate students in Curriculum Studies through the difficult process of planning, organizing, drafting, and revising their Master's papers. Students will be expected to complete a literature review and to develop a strong proposal for an integrative paper as a prelude to selecting an advisor for their Master's papers. For M.Ed. students only.

SCG 410, 6 additional graduate courses and status as an Advanced Masters student is a prerequisite for this class.

CS 582
PRACTICUM IN CURRICULUM STUDIES: READING
Graduate
This course provides directed experiences in decision-making for curriculum, participation, and leadership in the planning and management of reading curricula. Students will: assess students' reading capabilities; make informed curricular choices to address students' needs; identify and implement short and long-term learning goals for students; manage instructional materials needed to guide students; develop curriculum based on assessments of the needs of students. It is designed to offer students an opportunity to put into practice, in a summer school classroom, previous learning about the teaching of reading, especially their beliefs and understandings regarding literacy as social practice. Provides students with multiple opportunities to share their thinking with each other in a supportive community of learners.

CS 461 is a prerequisite for this class.
CS 588
INDEPENDENT STUDY IN CURRICULUM STUDIES
Graduate
Independent Study in Curriculum Studies.

CS 589
THESIS RESEARCH IN CURRICULUM STUDIES
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410 and CS 580 are prerequisites for this class.

CS 591
CURRICULUM THEORIZING: MULTIPLE LENSES
Graduate
This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, and the media; and the curriculum as socially constructed and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

CS 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CS 606
REVIEW OF LITERATURE
Graduate
Review of Literature. This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. (See the student handbook for additional information about completing Master's papers.)

CS 607
INTEGRATIVE PAPER
Graduate
Integrative Paper. Non-credit. Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or, conversely, developing/refining a theory based on investigations made in the field. (See the student handbook for additional information about completing Master's papers.)

CS 608
CAPSTONE IN CURRICULUM STUDIES
Graduate
Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current in and be able to organize and present a body of research on an education-related question; connect research with practical, professional activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work products is required.
**CS 625**
**CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)**
**Graduate**
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

**CS 700**
**REGISTERED DOCTORAL STUDENT IN GOOD STANDING**
**Graduate**
Non-credit. This registration is required of all doctoral students who are not enrolled in a doctoral course, but are completing course requirements and/or dissertation research. It provides access to University facilities. Academic advisor approval required. After the third enrollment, dissertation chair approval required.

Status as an EDD student with a declared concentration is a prerequisite for this class.

**CS 704**
**CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME**
**Graduate**
This course focuses on the examination of the ways in which curriculum as a field has developed over time: attention to changes in terms of how it has been defined, conceptualized; theoretical and philosophical issues; assumptions and values; as well as implications for teaching and learning. These topics will be addressed within different historical and social contexts. Readings will include primary texts by major theorists as well as secondary material including commentary and critique. A primary goal of the course is to provide students with an overview of major movements in curriculum history as a foundation for further study. This course will serve as a prerequisite for all other curriculum courses in the doctoral program.

Status as an EDD student with a declared concentration is a prerequisite for this class.

**CS 706**
**CANDIDACY PAPER**
**Graduate**
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing a dissertation. It provides access to university facilities. Permission of advisor required. This registration indicates that a student has successfully completed the candidacy paper as specified in the Doctoral Student Handbook. $50 per quarter.

Status as an EDD student with a declared concentration is a prerequisite for this class.

**CS 751**
**CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT**
**Graduate**
This course examines theories and practices aimed at: (a) fostering personal integrity and meaningful learning in each individual; (b) promoting productive communications and relations between diverse individuals and communities; (c) constructing environments that are responsive to human needs at the individual, dyadic, group, and systemic levels, and (d) transforming social contexts in ways that promote a greater sense of equity and justice. Topics covered include: the influence of culture, context and experience on interaction patterns, interactions between human and community development, organizational climate, and communication processes such as community building, conflict resolution, and negotiation. Students will engage in self-reflection, story telling, narrative interpretation, and an analysis of instructional and communication processes aimed at promoting individual and community development within and across social organizations. Curriculum programs -- such as those developed from the ideas of James Comer, Seymour Sarason, or John Goodlad -- will be studied as case examples of the impact that fostering development and communication can have on building a learning community.

Status as an EDD student with a declared concentration is a prerequisite for this class.
CURRICULUM THEORIZING: MULTIPLE LENSES
Graduate
Curriculum Theorizing: Multiple Lenses. This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, ability, and the media; the curriculum as socially constructed, and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.
Status as a EDD student with a declared concentration is a prerequisite for this class.

ASSESSING SCHOOL CURRICULUM
Graduate
This course develops a framework for assessing the content, characteristics, and outcomes of the curriculum in a school. The framework will include the collection, organization and analysis of both quantitative and qualitative measures of effective instruction. Particular attention will be given to local, state, and national standards for content, teaching and outcomes. Attention will also be given to the qualities of the lived experiences of students in school and thus to the unintended as well as intended outcomes of schooling. Each student will be expected to begin assessing the curriculum in his or her school and to outline a proposal for a more complete assessment of the school's curriculum.
Status as a EDD student with a declared concentration is a prerequisite for this class.

YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
Graduate
This course examines the ideological significance of "youth" in societies characterized by structural inequalities of power based on class, race, ethnic capability, sexual and/or gender relations of domination and subordination. Texts from a range of academic disciplines -- psychology, sociology, cultural studies, social work -- will be studied to show the influence these texts have had in shaping discourse about youth and youth development. The concept of 'youth' will be looked at as a system of statements that produce arguments about young people and that, through these arguments, represent young people as deviant, deficient, perverted or resistant. These metaphors for dealing with crisis in society will be critically analyzed. The course will aim at critical self reflection; students will be challenged to examine their own assumptions about youth.
Status as a EDD student with a declared concentration is a prerequisite for this class.

ENGAGING IN CURRICULUM DELIBERATION
Graduate
This course engages students in systematic and collaborative deliberation on curriculum problems. A pattern for deliberation -- including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences -- will be developed, exemplified, and contrasted with other descriptions of curriculum development. The importance and role of alternative conceptions of learners, of situation, and of knowledge structures within disciplines will be emphasized. After engaging in stimulated deliberations, each student will be asked to examine the intellectual commitments underlying this approach to curriculum change, to reconsider his or her role as a curriculum leader in a school or other educational setting, and to develop realistic plans for engaging a particular school community in collaborative curriculum deliberation.
Status as a EDD student with a declared concentration is a prerequisite for this class.

CURRICULUM AND PROGRAM DESIGN
Graduate
This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, special needs, culture and language.
Status as a EDD student with a declared concentration is a prerequisite for this class.
CS 794
SPECIAL TOPICS IN CURRICULUM
Graduate
In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.

Status as a EDD student with a declared concentration is a prerequisite for this class.

CS 849
SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
Graduate
Students register for this course for the quarter in which they defend their dissertation proposals. Permission of dissertation chair required.

CS 859
INDEPENDENT DISSERTATION RESEARCH: CURRICULUM STUDIES
Graduate
Students register for this course for the quarter in which they defend their dissertations. Permission of dissertation chair required.

CS 493
CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS
Graduate
This course prepares future school leaders with knowledge; understanding; and application of planning, assessment, and instructional leadership for roles in the K-12 school setting at the supervisory or administrative level. The emphasis of the course will be planning, implementation, and refinement of standards-based curriculum aligned with instruction, assessment, and instructional decisions as they affect the teaching and learning environment of the school with diverse cultural, ethnic, linguistic, and special needs populations.

CSC 200
SURVEY OF COMPUTING
Undergraduate
An introduction of various careers in the field of information technology are explored. A hands-on component will deal with state of the art personal computer operating systems, applications, database systems, Internet, email, and basic web site construction. The structure of the course utilizes both classroom lectures and computer classroom labs. This course is geared towards the non-major and assumes no prior knowledge or experience in Computer Science.

CSC 202
DISCRETE STRUCTURES FOR COMPUTER SCIENCE
Undergraduate
This course introduces basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented through their applications in computer science: logic and set theory in the context of relational databases, arithmetic, number theory, and algebra through cryptography; graph theory and discrete structures through puzzles and games. Optional subjects include fractals (recursion and rewriting systems), computer graphics (linear algebra), and Artificial Intelligence (first-order logic).

CSC 208
ETHICS IN TECHNOLOGY
Undergraduate
Information Technology and the rapid pace in which it has advanced have had a tremendous impact on our lives. Changes have been swift and the human capacity to deal with them is limited. It has been said that our technology has outpaced our humanity. This course will research the new responsibilities technology presents and our ability to deal with these changes in an ethical manner. Students will employ ethical frameworks, which integrate computer science and ethics, to develop the skills required to examine different sets of assumptions and question them. Case studies will provide a historical perspective for analysis.
CSC 211
PROGRAMMING IN JAVA I
Undergraduate
Introduction to programming in Java and problem solving. Variables, data types, input/output, using objects and methods from the standard classes (such as String and Scanner), control structures, writing methods, arrays. Solving problems with algorithms and implementing algorithms in Java.

CSC 212
PROGRAMMING IN JAVA II
Undergraduate

CSC 223
THE IMPACT OF COMPUTING TECHNOLOGY ON OUR LIVES
Undergraduate
This course will introduce students to an overview of social analysis techniques and the theories of social change. These tools will be used to explore social impact issues of computing technology. Counts for Liberal Studies SSMW credit.

CSC 224
JAVA FOR PROGRAMMERS
Undergraduate
Object-oriented programming using Java for students that already know how to program. Students will learn how to design, code and test multi-class Java programs. Topics covered include: Variables, Operators, Arrays, Classes, Inheritance, Abstract classes, Interfaces, Inner classes, Exception Handling, File I/O, User Interfaces, and Event Handling. PREREQUISITE(S): Experience in at least one high-level programming language.

CSC 231
BASIC COMPUTATION FOR BIOLOGY
Undergraduate
This course is an introduction to the art of computational modeling of biological phenomena. It is primarily concerned with teaching basic skills needed to model a well-defined subset of our Universe. Modeling software like Matlab and spreadsheets will be the primary tools and no programming experience will be needed. (Other specialized software may be introduced and used as is economically feasible.) An important component of this course will be field trips to modern science and computational labs to ground students' knowledge in the phenomena being modeled and the art of modeling. PREREQUISITE(S): One quarter of Calculus or Graduate standing

CSC 233
CODES AND CIPHERS
Undergraduate
This course is an introduction to the science and history of secret writing (cryptography) and how codes and ciphers can be broken (cryptanalysis). In historical settings we will encounter the main ideas and methods devised to secure communication channels. Possible topics include: substitution ciphers, transposition ciphers, the Vigenere cipher, statistical methods in cryptanalysis, public-key cryptography, and quantum cryptography. PREREQUISITE: LSP 120.

CSC 235
PROBLEM SOLVING
Undergraduate
How do you solve a problem? In this course we discuss different problem solving techniques and strategies such as modeling, establishing subgoals, and searching and pruning. The techniques will be presented as part of a theoretical framework, but there will be significant emphasis on solving problems in familiar domains such as games, newspaper articles, philosophy, and simple geometry and logic. At the end of the course, students will have built a repertoire of problem solving tools that will allow them to make an informed choice of approach towards new problems.
CSC 239
PERSONAL COMPUTING
Undergraduate
Students will learn how to develop Excel workbooks for computing elementary statistics and compute simple statistical inference (confidence intervals, hypothesis testing and linear regression models) using the data analysis toolkit. A variety of statistical, mathematical, logical, and text functions in Excel as well as the Excel Chart and Data features will be presented. Further, students will gain an introduction to web publishing, as the world wide web currently offers fast access to a huge audience for the presentation of research results. PREREQUISITE(S): Students are assumed to be familiar with Windows. MAT 130 or equivalent

CSC 241
INTRODUCTION TO COMPUTER SCIENCE I
Undergraduate
An introduction to problem solving, algorithms and structured programming using a higher-level programming language. The course will focus on skills for developing algorithms, and for writing and debugging programs. Students will learn how and when to use loops, conditionals, and functional abstractions in the context of problems motivated by real world applications. PREREQUISITE(S): MAT 130 or Mathematics Diagnostic Test placement into MAT 140.

CSC 242
INTRODUCTION TO COMPUTER SCIENCE II
Undergraduate
An intermediate course in problem solving, algorithms and programming. Programming skills are further strengthened through more complex and larger programming assignments. The assignments will also be used to introduce different Computer Science areas (e.g. a Client/Server application for the Distributed Systems area). Classes and object oriented programming are motivated and introduced. PREREQUISITE(S): CSC241

CSC 243
INTRODUCTION TO PROGRAMMING
Undergraduate
An introduction to programming with a focus on problem solving, structured programming, and algorithm design with a gentle introduction to efficiency. Concepts covered include data types, expressions, variables, assignments, conditional and iterative structures, functions, file input/output, exceptions, namespaces, and recursion. Prerequisite(s): Graduate standing

CSC 250
COMPUTERS AND HUMAN INTELLIGENCE
Undergraduate
Students taking this course will study human problem-solving and its simulation by computers. Artificial intelligence, pattern recognition and learning programs will be discussed. PREREQUISITE(S): Familiarity with basic computer productivity tools and the Web.

CSC 261
PROGRAMMING IN C++ I
Undergraduate
This is an introductory course in computer programming covering basic data types, variables, flow of control, functions, and parameter passing, pointers and pass by reference, arrays, c strings and the C string library, basic input/output and structures. Examples in this course will concentrate on basic procedural algorithms for manipulating data.

CSC 262
PROGRAMMING IN C++ II
Undergraduate
This is an intermediate programming course in C++, intended as a follow-up course to CSC 261. Topics include object-oriented programming, user-defined classes and objects, constructors, C++ memory management including pointers and dynamic allocation, copy constructors, destructors, and operator overloading. The course will also cover inheritance and polymorphism. Optional topics, as time allows, will include templates and the C++ Standard Template Library. PREREQUISITE(S): CSC 261
CSC 270  
FROM FIREFLIES TO FACEBOOK: THE SCIENCE OF NETWORKS  
Undergraduate  
This course explores complex systems both natural and man-made, characterized by the relationships between interacting entities. Network structures can be found in the Internet and its many applications, but also in social relationships, marketplaces, ecosystems, even cells. We will examine a wide range of networks including technological, social, and natural. Students will learn basic concepts from graph theory, algorithms and network analysis, apply tools for extracting, analyzing and visualizing network properties, using data sets drawn from a variety of areas. PREREQUISITE(S): LSP 120

CSC 298  
INTERNSHIP  
Undergraduate  
In cooperation with local employers, this course offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Admission to the program requires consent of internship course instructor. Current work experience plus classroom time is required. Supervisor evaluation will contribute to the final grade. This course satisfies the junior year experiential learning requirement.

CSC 299  
SOPHOMORE LAB IN APPLIED COMPUTING  
Undergraduate  
In this course, students investigate a particular application of computing. Students learn tools, methodologies, and formalisms used in particular computing area, and apply them to develop working systems. Courses stress student initiative in investigating the application context, learning new tools (including languages and APIs), studying algorithms and code examples, and working on projects. Topics will vary by the faculty member’s interest and perspective. PREREQUISITE(S): CSC 242

CSC 300  
DATA STRUCTURES IN JAVA I  
Undergraduate  
This is the first course in a two-course sequence on data structures using Java. The course introduces basic Java programming, reviews recursion, introduces asymptotic notations, and focuses mainly on linear data structures including arrays, linked lists and their variants, stacks and queues. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications covered highlight and exploit the unique characteristics of the data structures, and emphasize problem solving and recursive thinking. Prerequisite(s): CSC 242 or CSC 243

CSC 301  
DATA STRUCTURES IN JAVA II  
Undergraduate  
This is the second course in a two-course sequence on data structures using Java. The course focuses mainly on the following data structures, their analysis, and their applications: trees (search trees, balanced search trees), heaps, data structures supporting disjoint-set operations, associative arrays, hash tables, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. The applications discussed highlight and exploit the unique characteristics of the different data structures, and emphasize problem solving and recursive thinking. Prerequisite(s): CSC 300

CSC 308  
FRAMEWORKS FOR WEB APPLICATION DEVELOPMENT  
Undergraduate  
This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous JavaScript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE(S): CSC 374

CSC 309  
C++ FOR PROGRAMMERS  
Undergraduate  
This course covers the essentials of C and C++ programming, focusing primarily on the topics of memory management and object-oriented programming. Topics include pointers and dynamic allocation, operator overloading, copy constructors and destructors, inheritance and polymorphism. PREREQUISITE(S): CSC 242 or CSC 243 or CSC 224 or proficiency in another programming language.
CSC 321
DESIGN AND ANALYSIS OF ALGORITHMS
Undergraduate
Techniques for designing algorithms including: analyzing algorithms (big-O, recurrence relations) and divide-and-conquer (quicksort, mergesort). Additional topics chosen from: the greedy method, dynamic programming, backtracking, branch-and-bound and string matching. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and MAT140. MAT141 Recommended.

CSC 324
DATA ANALYSIS & STATISTICAL SOFTWARE II
Undergraduate
Continuation of IT223. Multiple regression and correlation, residual analysis, analysis of variance, and robustness. PREREQUISITE(S): IT 223 or MAT 351.

CSC 325
TIME SERIES ANALYSIS AND FORECASTING
Undergraduate
The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): (CSC 212 or CSC 224 CSC 262 or CSC 390) and (CSC324 or MAT356) or consent of instructor.

CSC 327
PROBLEM SOLVING FOR CONTESTS
Undergraduate
This course prepares students to compete in programming contests. More broadly, it covers problem solving techniques in an informal, fun, and hands-on setting. This course will improve your analytical and programming skills and is thus recommended for all students and not just the competitors among us. This course can be taken for credit twice. PREREQUISITE(S): CSC 301 or CSC 383

CSC 328
DATA ANALYSIS FOR EXPERIMENTERS
Undergraduate
The use of statistical software in conducting an analysis of variance in a variety of settings and the interpretation of generated results. Analysis of variance for completely randomized, randomized block, and Latin square designs; for factorial experiments; for incomplete block designs; with missing data; for fixed-effects, random-effects, and mixed-effects models; and for experiments with repeated measures. The analysis of covariance. PREREQUISITE(S): CSC324 or MAT 353.

CSC 331
SCIENTIFIC COMPUTING
Undergraduate
This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): (CSC 212 or CSC 262 or CSC 224 or CSC 300) , and 2 course calculus sequence or instructor's permission.

CSC 333
CRYPTOLOGY
Undergraduate
Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, substitution ciphers, transposition ciphers), block and stream ciphers (Feistel networks, DES), and public key cryptography (RSA, Key agreement, signature schemes). Optional topics include zero-knowledge protocols, quantum cryptography, and history. PREREQUISITE(S): (CSC 211 or CSC 241) and MAT 140
CSC 334
ADVANCED DATA ANALYSIS
Undergraduate
The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages. PREREQUISITE(S): CSC 324 or consent of instructor.

CSC 343
INTRODUCTION TO OPERATING SYSTEMS
Undergraduate
An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE(S): CSC373 and CSC374

CSC 344
AUTOMATA THEORY AND FORMAL GRAMMARS
Undergraduate
An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal grammars and automata. PREREQUISITE(S): (CSC 301 or CSC 383) and MAT 141

CSC 347
CONCEPTS OF PROGRAMMING LANGUAGES
Undergraduate
Syntax of programming languages: regular expressions, finite automata, context-free grammars, parsing. Scoping, binding, parameter passing, exception handling. Declarative programming languages. Typing, polymorphism. Runtime systems: dynamic loading, byte-code verification, security managers, garbage collection, versioning. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 348
INTRODUCTION TO COMPILER DESIGN
Undergraduate
An overview of the design of a compiler for a general purpose programming language; tools for designing the components of the compiler; implementing the compiler; run time environments. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 373

CSC 351
DATABASE DESIGN
Undergraduate
Requirement analysis, conceptual design, logical design and implementation of relational databases. Emphasis will be on E-R modeling and E-R mapping, along with basic normalization and SQL for database implementation. PREREQUISITE(S): IT240

CSC 352
DATABASE PROGRAMMING
Undergraduate
Programming in large-scale relational database environment using host languages. Design and implementation of on-line applications. Topics covered in this course include: database programming using open architectures, embedded query languages, dynamic query language, procedural extension of query languages, stored procedures, transaction management, and introduction to extensible markup data definition and retrieval languages. PREREQUISITE(S): IT240 and (CSC 212 or CSC 242 or CSC 262 or CSC 224 or CSC 300 or CSC 309).

CSC 353
ADVANCED DATABASE CONCEPTS
Undergraduate
An introduction to advanced selected topics in databases. Possible topics include: object-oriented databases, distributed databases, intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. PREREQUISITE(S): IT 240.
CSC 355
DATABASE SYSTEMS
Undergraduate
An introduction to modern database systems; the course covers the traditional concepts and techniques of database systems including the relational model, SQL indexes and normalization as well as a selection of advanced topics such as constraints and triggers, transactions, database programming, semi-structured data, and recursive SQL. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 373

CSC 357
EXPERT SYSTEMS
Undergraduate
A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 358
SYMBOLIC PROGRAMMING
Undergraduate
Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 360
USER INTERFACE ARCHITECTURE AND DEVELOPMENT
Undergraduate
Fundamentals of design and implementation for graphical user interfaces (GUIs). Students design a GUI-based application following the user-centered design process and implement it using the Model-View-Controller architecture. Topics include usability engineering, event dispatching, multi-threaded programming, GUI widget toolkits, frameworks and customization. PREREQUISITE(S): SE 350

CSC 367
INTRODUCTION TO DATA MINING
Undergraduate
The course is an introduction to the Data Mining (DM) stages and its methodologies. The course provides students with an overview of the relationship between data warehousing and DM, and also covers the differences between database query tools and DM. Possible DM methodologies to be covered in the course include: multiple linear regression, clustering, k-nearest neighbor, decision trees, and multidimensional scaling. These methodologies will be augmented with real world examples from different domains such as marketing, e-commerce, and information systems. If time permits, additional topics may include privacy and security issues in data mining. The emphasis of this course is on methodologies and applications, not on their mathematical foundations. PREREQUISITE(S): IT 223

CSC 371
MOBILE APPLICATION DEVELOPMENT
Undergraduate
In this course we introduce the core issues associated with development for mobile devices. Students will learn a platform?s IDE, frameworks, view, menus, controllers, graphics audio and more. Understanding the device's taps, touch, multi-touch, gestures, and accelerometers are just few of the interactions the class will cover. This course is design to be prerequisite for advanced mobile development classes. Every offering of the course will be explicitly targeting a specific device platform, (i.e. iPhone, Android, Windows Phone). PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CSC 373
COMPUTER SYSTEMS I
Undergraduate
A course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language and debuggers, processor architecture, program optimization, memory hierarchy and caching. PREREQUISITE: ((CSC 383 or CSC 393 or CSC 301) and Math 140) or (CSC 224 or CSC 261 or CSC 309 ) and graduate standing.)
CSC 374
COMPUTER SYSTEMS II
Undergraduate
A course on computer systems topics, focusing on operating systems components and their relevance for application programming. Linking, processes, virtual memory, dynamic memory allocation, system level I/O, networking and network programming, concurrent servers and web services. PREREQUISITE: CSC373

CSC 375
INTRODUCTION TO ROBOTICS
Undergraduate
An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required. This course has an additional fee. PREREQUISITE(S): CSC 373 and CSC 374

CSC 376
DISTRIBUTED SYSTEMS
Undergraduate
An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CSC 378
SOFTWARE PROJECTS FOR COMMUNITY CLIENTS
Undergraduate
This is the first course in a two-quarter sequence (winter/spring) for CTI students that satisfies both the Senior Year Capstone requirement and the Junior Year Experiential Learning requirement. The second quarter will be a special section of CSC 399. You will earn four quarter hours of credit for each quarter for a total of eight quarter hours of credit. You must complete both quarters to receive any credit. We work with a community service organization, chosen with help of the Steans Center for Community-based Service Learning. As a community-based service learning course, students will have the opportunity to assess urban community needs in technology, and use problem-solving methods and strategies to make a substantial difference in an inner-city community group, usually by developing an application or a web site.

CSC 379
TECHNOLOGY PARTNERSHIPS IN URBAN SCHOOLS
Undergraduate
Students in this course will have the opportunity to assess urban community needs in the technology arena and develop skills in assisting and developing methods for "bridging the digital divide" that exists. As a result, the student will be able to make a substantial difference in an underprivileged academic community group. This course is a CDM-sponsored community-based service learning course. Any student enrolled in this course can also satisfy the junior year experiential learning requirement.

CSC 380
FOUNDATIONS OF ARTIFICIAL INTELLIGENCE
Undergraduate
An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CSC 381
INTRODUCTION TO DIGITAL IMAGE PROCESSING
Undergraduate
Components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (edge detection algorithms), and morphological image processing. PREREQUISITE(S): Calculus or Linear Algebra
CSC 382
APPLIED IMAGE ANALYSIS
Undergraduate
Fundamentals of computational image analysis will be explored in terms of its two most important components, image information extraction and modeling of image patterns. These components will be studied in the context of image representation, segmentation, classification, retrieval and recognition. The course will be useful for students interested in image analysis related to areas such as image databases, multimedia management, animation, GIS, computer graphics, medical imaging, remote sensing and robotics. Specific topics include, but are not limited to segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, template matching, and object recognition. PREREQUISITE(S): CSC 381

CSC 383
DATA STRUCTURES AND ALGORITHMS IN JAVA
Undergraduate
Design, implementation, application, and analysis of algorithms on a variety of data structures, including stacks, queues, lists, trees, binary heaps, hash tables, and graphs. Algorithmic analysis includes computation of running times and asymptotic analysis. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 300

CSC 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Undergraduate
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. PREREQUISITE(S): MAT 220 and any introductory programming course.

CSC 389
THEORY OF COMPUTATION
Undergraduate
Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CS321 or CS344.

CSC 393
DATA STRUCTURES IN C++
Undergraduate
This course covers the design, implementation, application and analysis of algorithms on a variety of data structures, including lists, stacks, queues, trees, heaps, hash tables and graphs. Implementation is done in C++, in particular with the use of templates and the C++ standard template library (STL). PREREQUISITE(S): CSC 262 or CSC 309

CSC 394
SOFTWARE PROJECTS
Undergraduate
Students will be provided with experience in team design, implementation and testing of a large software project. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393 or IM 360

CSC 396
PROGRAMMING IN JAVA I AND II (AVAILABLE TO GRADUATE STUDENTS ONLY)
Graduate
An intensive eight-credit-hour course in Java programming. Covers the same material as CSC 211 and CSC 212 together, with two class meetings each week. PREREQUISITE(S): Graduate standing required.

Status as a Graduate student is a prerequisite for this class.

CSC 397
TOPICS IN COMPUTER SCIENCE
Undergraduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit. PREREQUISITE(S): Consult the instructor
CSC 398
INTERNSHIP
Undergraduate
In cooperation with local employers the computer science program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. Academic credit is variable and admission to the program requires consent of internship advisor. Supervisor evaluation will contribute to the final grade.

CSC 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit. PREREQUISITE(S): None.

CSC 400
DISCRETE STRUCTURES FOR COMPUTER SCIENCE
Graduate
This course covers the basic mathematical tools essential for solving problems in computer science. The mathematical topics are presented with emphasis on their applications in computer science. The topics covered include: logic and set theory, relations, functions, graphs, and counting and probability.

CSC 401
INTRODUCTION TO PROGRAMMING
Graduate
An introduction to programming with a focus on problem solving, structured programming, and algorithm design with a gentle introduction to efficiency. Concepts covered include data types, expressions, variables, assignments, conditional and iterative structures, functions, file input/output, exceptions, namespaces, and recursion. PREREQUISITE(S): None

CDM graduate students in the Pre requisit ePhase are restricted from registering for this class.

CSC 402
DATA STRUCTURES I
Graduate
A first course on data structures in Java for graduate students. The course introduces Java programming from within the context of data structures. The course covers arrays, linked lists, stacks and queues, and discusses recursion and performance analysis. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 401

CSC 403
DATA STRUCTURES II
Graduate
This is the second course on data structures in Java for graduate students. The course covers trees, heaps, data structures supporting disjoint-set operations, associative arrays, hash tables, and data structures for representing graphs. The implementation of the basic operations on each data structure are discussed and analyzed in terms of their efficiency. PREREQUISITE(S): CSC 402

CDM graduate students in the Pre requisit ePhase are restricted from registering for this class.

CSC 404
ACCELERATED C++
Graduate
This introductory graduate course covers the essentials of C++ programming. Topics include encapsulation, inheritance, polymorphism, dynamic memory allocation, casting, pointer arithmetic, operator overloading, templates, and teh Standard Template Libraries. PREREQUISITE(S): None

CDM graduate students in the Pre requisit ePhase are restricted from registering for this class.
CSC 406  
SYSTEMS I  
Graduate  
An introductory graduate course on computer systems topics, focusing on machine-level programming and architecture and their relevance for application programming. Information representations, assembly language and debuggers, processor architecture, program optimization, memory hierarchy and caching. Students are recommended to finish CSC 400 before enrolling in this course. PREREQUISITE(S): CSC 401 or CSC 243

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 407  
SYSTEMS II  
Graduate  
An introductory graduate course on computer systems topics, focusing on operating systems components and their relevance for application programming. Linking, processes, virtual memory, dynamic memory allocation, system level I/O, networking and network programming, concurrent servers and web services. PREREQUISITE(S): CSC 406

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 412  
TOOLS AND TECHNIQUES FOR COMPUTATIONAL ANALYSIS  
Graduate  
Use of mathematical software to explore basic concepts in linear algebra and calculus. Scripting for symbolic and computational processing. Emphasis is on applications in computer science, finance, data mining, and computer vision. PREREQUISITE(S): None

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 421  
APPLIED ALGORITHMS AND STRUCTURES  
Graduate  
This course covers techniques for designing and analyzing algorithms and structures in the context of computer application development. Examples will come from Internet, WWW, database, and computer system applications. Fundamental topics such as running-time analysis, searching and sorting within various structures, divide-and-conquer and dynamic programming will be covered. PREREQUISITE(S): CSC 202 and (CSC 301 or CSC 383 or CSC 393)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 423  
DATA ANALYSIS AND REGRESSION  
Graduate  
Multiple regression and correlation, residual analysis, analysis of variance, and robustness. These topics will be studied from a data analytic perspective, supported by an investigation of available statistical software. PREREQUISITE(S): IT223.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 424  
ADVANCED DATA ANALYSIS  
Graduate  
The course will teach advanced statistical techniques to discover information from large sets of data. The course topics include visualization techniques to summarize and display high dimensional data, dimensional reduction techniques such as principal component analysis and factor analysis, clustering techniques for discovering patterns from large datasets, and classification techniques for decision making. The methods will be implemented using standard computer packages. PREREQUISITE(S): CSC 423 or consent of instructor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
CSC 425
TIME SERIES ANALYSIS AND FORECASTING
Graduate
The course introduces students to statistical models for time series analysis and forecasting. The course topics include: autocorrelated data analysis, Box-Jenkins models (autoregressive, moving average, and autoregressive moving average models), analysis of seasonality, volatility models (GARCH-type, GARCH-M type, etc.), forecasting evaluation and diagnostics checking. The course will emphasize applications to financial data, volatility modeling and risk management. Real examples will be used throughout the course. PREREQUISITE(S): (CSC423 or MAT456) or consent of instructor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 426
VALUES AND COMPUTER TECHNOLOGY
Graduate
The impact of computerized technologies on society with particular attention paid to the ethical issues raised by these social effects. The course will require all of Ph.D. students research leading to a paper of publishable quality. Techniques for this type of research and writing will be discussed. An oral presentation of the research of that paper will also be required. PREREQUISITE(S): Ph.D. status or consent of instructor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 428
DATA ANALYSIS FOR EXPERIMENTERS
Graduate
The analysis of experiments in the computing science with special emphasis on the use of statistical software and interpretation of generated output. PREREQUISITE(S): CSC 423.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 431
SCIENTIFIC COMPUTING
Graduate
This course presents fundamental numerical algorithms for solving problems in scientific computing and computational finance. Areas covered include: error analysis, computer arithmetic, linear algebra, optimization problems, numerical integration (solvers), ordinary differential equations (ODE). The emphasis of the course is on the design of the algorithms, and their analysis. Algorithms will be implemented using mathematical software. PREREQUISITE(S): CSC 212 or CSC 262 or CSC 242 or CSC 300, and 2 course calculus sequence or instructor's permission.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 433
SCRIPTING FOR DATA ANALYSIS
Graduate
Data access and transformation with modern statistical software such as SAS and R. Report writing, data graphing and visualization, writing macros and functions to automate tasks and statistical analyses. PREREQUISITE(S): IT 403 and CSC 401 or IT 411.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 435
DISTRIBUTED SYSTEMS I (FORMERLY SE 435)
Graduate
An introduction to distributed systems. Topics may include: architecture of distributed systems; networking; datagram-oriented and stream-oriented protocols; network programming (for example, the sockets API); remote procedure call and remote method invocation; processes and threads; code migration; software agents; naming of non-mobile and mobile entities; cryptography and security. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
CSC 436
WEB APPLICATIONS
Graduate
This course covers the design and development of modern web applications and their interaction with web services. The primary focus is on client-side web applications using AJAX-techniques to access web services. Topics include: JavaScript; programming and security models for browsers; client-side web applications with local storage; offline clients; data synchronization; designing for mobile devices; HTTP, proxies, and caching; RESTful web services. PREREQUISITE(S): CSC 435 and SE 450

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 438
FRAMEWORK FOR WEB APPLICATION DEVELOPMENT
Graduate
This course introduces concepts, techniques, technologies and APIs for web application development. The main focus of the course is on the Model-View-Controller design pattern employed by modern full-stack web frameworks. Concepts and techniques covered include client/server programming, database abstraction APIs, and asynchronous javascript. Examples of full-stack MVC frameworks include Ruby-on-Rails (written in Ruby), Django and TurboGears (written in Python). PREREQUISITE: CSC 374

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 439
COMPUTER SECURITY
Graduate
This course covers core principles of computer security. Topics include: user authentication; access control (discretionary, mandatory, role-based); security auditing; database security; software security, common vulnerabilities, and secure coding practices; malicious software; and operating system security. Prerequisite(s): CSC 374

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 440
CRYPTOLOGY
Graduate
Introduction to the methods of cryptography and cryptanalysis. Topics include classical cryptography (codes, monoalphabetic and polyalphabetic substitution ciphers, transposition ciphers), modern block ciphers (such as DES, AES), and public key cryptography (such as RSA). Optional topics include zero-knowledge protocols, information theory, coding theory, error-correcting codes, steganography, stream ciphers, hashing algorithms, quantum cryptography, elliptic curve cryptography, and history. PREREQUISITES: CSC 301 or CSC 383 or CSC 393

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 443
INTRODUCTION TO OPERATING SYSTEMS
Graduate
An advanced course on operating system design and implementation. Process management and scheduling, memory management, file systems, device drivers, access control, and virtualization will be covered. The emphasis of the course will be on implementing components of a functional operating system. PREREQUISITE: CSC373 and CSC374

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 444
AUTOMATA THEORY AND FORMAL GRAMMARS
Graduate
An introduction to the most important abstract models of computation and their applications: finite state machines and pushdown automata. Explores the relationship between regular expressions and formal expressions and automata. PREREQUISITE(S): (CSC 301 or CSC 383) and CSC 202

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
CSC 447
CONCEPTS OF PROGRAMMING LANGUAGES
Graduate
Programming paradigms and language concepts: functional programming; comparison of object-oriented languages; type systems for functional and object-oriented languages; runtime systems for functional and object-oriented languages. A variety of programming languages will be used to illustrate concepts, e.g., JavaScript, Ruby, Scala, Scheme. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 448
COMPILER DESIGN
Graduate
Design and structure of high level languages. Lexical scan, top down and bottom up syntactic analysis. Syntax directed translation and LR(k) grammars. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 373

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 451
DATABASE DESIGN
Graduate
Requirement analysis, conceptual design, logical design and implementation of relational databases. Emphasis will be on E-R modeling and E-R mapping, along with basic normalization and SQL for database implementation. PREREQUISITE(S): Graduate Standing.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 452
DATABASE PROGRAMMING
Graduate
Programming in large-scale relational database environment using host languages. Design and implementation of on-line applications. Topics covered in this course include: database programming using open architectures, embedded query languages, dynamic query language, procedural extension of query languages, stored procedures, transaction management, and introduction to extensible markup data definition and retrieval languages. PREREQUISITE(S): (CSC 453 or CSC 451) and (CSC 212 or CSC262 or CSC 224 or CSC 300 or CSC 309).

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 453
DATABASE TECHNOLOGIES
Graduate
A core graduate course in database design and implementation. Topics include database implementation and queries in SQL, logical design or relational databases, storage and indexes, database programming, and emerging database models. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 454
DATABASE ADMINISTRATION AND MANAGEMENT
Graduate
This course is designed to give students a comprehensive foundation in database administration and management. The course provides a conceptual understanding of the database architecture and how its components work and interact with one another. Topics covered in this course include: database architecture, capacity planning, installation and maintenance, network configuration, security management, utilities and tools, industry standards and guidelines, database management techniques and practices. PREREQUISITE(S): CSC 453 or CSC 451.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
CSC 457  
**EXPERT SYSTEMS**  
Graduate  
A study of the development of expert systems. Students will use commercial packages to develop standalone and embedded expert systems. Topics will include rule-based systems, decision trees, forward and backward chaining, inference, reasoning with uncertainty, and intelligent agents. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.  
CDM graduate students in the Prerequirement Phase are restricted from registering for this class.

CSC 458  
**SYMBOLIC PROGRAMMING**  
Graduate  
Concepts of symbolic programming as embodied in the language LISP. Basic data and control structures of LISP: symbolic expressions, the interpreter, functions, recursion, iteration. Techniques for prototyping and building conceptually advanced systems in an environment that encourages procedural and data abstraction. Advanced topics may include Prolog, intelligent tutoring systems, intelligent agents, and natural language processing. Assignments will focus on basic AI techniques, but the class is intended for anyone who will need to rapidly develop large complex systems. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.  
CDM graduate students in the Prerequirement Phase are restricted from registering for this class.

CSC 471  
**MOBILE APPLICATION DEVELOPMENT**  
Graduate  
In this course we introduce the core issues associated with development for mobile devices. Students will learn a platform’s IDE, frameworks, view, menus, controllers, graphics audio and more. Understanding the device’s taps, touch, multi-touch, gestures, and accelerometers are just a few of the interactions the class will cover. This course is designed to be prerequisite for advanced mobile development classes. Every offering of the course will be explicitly targeting a specific device platform, (i.e. iPhone, Android, Windows Phone). PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374  
CDM graduate students in the Prerequirement Phase are restricted from registering for this class.

CSC 475  
**INTRODUCTION TO ROBOTICS**  
Graduate  
An introduction to the field of Robotics. Topics include history of robotics, kinematics, control theory, and sensor theory. A large portion of class time will be lab based, building and programming robots using the Lego Mindstorms NXT Robotics Kit. The programming will be using a C derivative and knowledge of C and general systems concepts is required. This course has an additional fee. PREREQUISITES: CSC 373 AND CSC 374.  
CDM graduate students in the Prerequirement Phase are restricted from registering for this class.

CSC 478  
**PROGRAMMING DATA MINING APPLICATIONS**  
Graduate  
The course will focus on the implementations of various data mining and machine learning techniques using a high-level programming language. Students will develop hands on experience developing both supervised and unsupervised machine learning algorithms and will learn how to employ these techniques in the context of popular applications including automatic personalization, recommender systems, searching and ranking, text mining, group and community discovery, and social media analytics. PREREQUISITE(S): IT 403 and CSC 401  
CDM graduate students in the Prerequirement Phase are restricted from registering for this class.
CSC 480
ARTIFICIAL INTELLIGENCE I
Graduate
An in-depth survey of important concepts, problems, and techniques in artificial intelligence, including search, knowledge representation, logical reasoning, and reasoning with uncertainty. A particular focus and a unifying theme of the course will be the concept of intelligent agents. No prior knowledge of AI is required. The course is particularly suitable for graduate and advanced undergraduate students who want to gain the technical background necessary to build intelligent systems, or who want to prepare for more advanced work in AI. The concepts and techniques learned in this course will be directly applicable to many other areas of computer science including software design, distributed systems, databases, and information management and retrieval. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393.

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 481
INTRODUCTION TO IMAGE PROCESSING
Graduate
The course is a prerequisite for more advanced Visual Computing (VC) courses and the students will be challenged to implement VC algorithms for real world applications. The topics covered in the course include: components of an image processing system and its applications, elements of visual perception, sampling and quantization, image enhancement by histogram equalization, color spaces and transformations, introduction to segmentation (Edge detection), and morphological image processing. PREREQUISITE(S): Calculus or Linear Algebra.

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 482
APPLIED IMAGE ANALYSIS
Graduate
Fundamentals of computational image analysis will be explored in terms of its two most important components, image information extraction and modeling of image patterns. These components will be studied in the context of image representation, segmentation, classification, retrieval and recognition. The course will be useful for students interested in image analysis related to areas such as image databases, multimedia management, animation, GIS, computer graphics, medical imaging, remote sensing and robotics. Specific topics include, but are not limited to segmentation, multi-scale representation, shape analysis, texture analysis, Fourier analysis, wavelets, Gabor and fractal analysis, template matching, and object recognition. PREREQUISITE(S) CSC 481

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 485
NUMERICAL ANALYSIS
Graduate

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 487
OPERATIONS RESEARCH I: LINEAR PROGRAMMING
Graduate
Linear Programming. The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. This course has an additional fee. PREREQUISITE(S): MAT 220 and any introductory programming course.

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 489
THEORY OF COMPUTATION
Graduate
Advanced topics in the mathematical foundations of computation. Topics may include random access and Turing machines, recursive functions, algorithms, computability and computational complexity, intractable problems, NP-complete problems. PREREQUISITE(S): CSC 444 or CSC 421.

CMC graduate students in the Pre-requisite Phase are restricted from registering for this class.
CSC 495
SOCIAL NETWORK ANALYSIS
Graduate
This course is an introduction to the concepts and methods of social network analysis. Students will learn to extract and manage data about network structure and dynamics, and to analyze, model and visualize such data. Students will use software tools to model and visualize network structure and dynamics. Specific network applications to be discussed include online social networks, collaboration networks, and communication networks. PREREQUISITE(S): CSC 423 or CSC 202

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 500
RESEARCH COLLOQUIUM
Graduate
The research colloquium consists of weekly talks by a variety of speakers including faculty, students, and guests from the academic and business communities. The lectures feature new creative and scholarly work that encompasses the disciplines and areas of interest of the school of computing. Student evaluation is based on attendance as well as an online journal with reflections on each of the presentations. The educational objectives are to expose students to creative and scholarly research at DePaul and elsewhere, and to engage students in the thought process of identifying and solving challenging research problem. PREREQUISITE(S): None

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 503
PARALLEL ALGORITHMS
Graduate
Development, implementation, and applications of parallel algorithms. Models of parallel computation. Parallel sorting, searching and graph algorithms, as well as other parallel algorithms, will be studied and implemented on both simulated and actual parallel machines. PREREQUISITE(S): CSC 421.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 521
MONTE CARLO ALGORITHMS
Graduate
A course about the use of random numbers for numerical computation with particular emphasis on implementation issues and applications in science and finance. Covered topics include: pseudo random number generators, the inversion method, the accept-reject method, discrete event simulations, multi-dimensional integration, the Metropolis and the Bootstrap algorithms. Prerequisites: CSC 262, CSC 212, CSC 301 or CSC 309, or CSC 224 and CSC 423 or instructor's permission

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 525
COMBINATORIAL OPTIMIZATION
Graduate
This course defines and introduces the concepts and techniques needed to formulate and model optimization problems. A set of fundamental problems in combinatorial optimization will be covered together with their applications. The emphasis will be on the design and analysis of algorithms for such problems. The computational complexity of this set of problems (easy/hard to solve/approximate) will be discussed, and techniques for coping with intractable problems will be introduced. PREREQUISITE(S): CSC 421.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
CSC 528
COMPUTER VISION
Graduate
Computer Vision techniques for analysis of patterns in visual images and videos of 2D and 3D scenes will be explored with the goal of interpreting, understanding, and reconstructing 3D scenes. Topics to be covered include image formation and representation, 2D and 3D feature extraction, camera calibration, reconstruction of depth based on stereo, shading, focus, texture, and geometry, object detection and tracking, motion analysis, analytical performance characterization, and 3D recognition of objects and scenes using statistical and model-based techniques. The course will be useful for students interested in computer vision related areas such as robotics, remote sensing, and medical imaging. A significant part of the course will be dedicated to the discussion of articles recently published in the literature.
PREREQUISITE(S): CSC 381 or CSC 481

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 529
ADVANCED DATA MINING
Graduate
The course is for students with prior background in data mining or machine learning techniques, and cover more advanced modeling techniques, including ensemble learning, extended linear models such as support vector machines, probabilistic graphical models, mixture and latent variable models, matrix factorization and link analysis. Application of the models will be presented in popular domains such as Web and social media analytics, text mining, crime analysis, community discovery, and health informatics. PREREQUISITE(S): CSC 424 and (at least one of IS 567, ECT 584, CSC 578, CSC 412)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 531
INTRODUCTION TO BIOINFORMATICS
Graduate
An introduction to the field of Bioinformatics, which is computational modeling of biological and biochemical processes. Some programming in Java will be involved. Little biological knowledge will be assumed: any required will be taught in the course. Topics will include genomics, biological databases, sequence alignment (longest common subsequence), phylogenetic trees, and protein folding. Prerequisites: CSC 421 and SE 450

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 534
SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES (Formerly 542)
Graduate
This course will focus on the unique aspects, tools, and techniques of developing software applications for limited and embedded devices, such as set-top boxes and smart cards. PREREQUISITE(S): SE 450.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 535
FORMAL SEMANTICS OF PROGRAMMING LANGUAGES
Graduate

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

CSC 536
DISTRIBUTED SYSTEMS II (FORMERLY SE 536)
Graduate
An intermediate course on distributed systems. Topics may include: clock synchronization; mutual exclusion; distributed transactions; consistency models; distribution and consistency protocols; failure models; achieving fault tolerance; distributed object-based systems; distributed file systems. PREREQUISITE(S): CSC 435 and CSC 309.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
CSC 538  
VISION SYSTEMS  
Graduate

Visions Systems will cover the geometry of computer vision as well as a survey of working vision systems to include 1) Content-based Image Retrieval Systems; 2) Object Detection and Tracking Systems; 3) Medical Visual Systems; 4) Robotic Navigation Systems. PREREQUISITE(S): CSC 528

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 540  
MOBILE APPLICATION DEVELOPMENT II  
Graduate

This course will cover advanced topics in mobile and wireless application development. The topics covered will be made explicit by the course instructor when the course is offered. PREREQUISITE(S): CSC 471

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 541  
INTRODUCTION TO PROTEOMICS  
Graduate

Catalog description: An introduction to the field of Proteomics, continuing in more depth and detail from the prerequisite course Introduction to Bioinformatics. Proteomics is computational modeling of biological and biochemical processes related to the Proteome. The Proteome is the set of proteins expressed by a cell in a specific tissue at a specific point in its life. Some programming in Java will be involved. The only biological knowledge required is that taught in the prerequisite course. Topics will include mass spectrometry analysis of proteins, protein folding, and proteomic databases PREREQUISITE(S): CSC531

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 542  
RESEARCH PRACTICUM IN COMPUTATIONAL BIOLOGY  
Graduate

Catalog description: An advanced course in Bioinformatics that draws on and enhances the information learned in CSC 531 Introduction to Bioinformatics, CSC 541 Introduction to Proteomics, and on all computer science classes. The student will spend 15 hours each week during the quarter in the laboratory of a biological or biochemical research scientist at a suitable research laboratory determined by the instructor. The student will work in the biology research group performing the computational components. The student will be able to take this course several times, working in different types of laboratories. The course title in the transcript will reflect the work performed, and will be different each time this course is taken. PREREQUISITE(S): CSC531, CSC 541 AND permission of instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 543  
SPATIAL DATABASES & GEOGRAPHIC INFORMATION SYSTEMS  
Graduate

This course considers how spatial databases work within a GIS, how data is structured, stored, indexed, retrieved, and displayed. Other topics may include fuzzy spatial databases, temporal spatial databases, and multiple criteria spatial decision making. The class will consist of hands-on work with commercial products, as well as investigating the state-of-the-art research in the field. Prerequisites: CSC 453.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 546  
OPERATING SYSTEMS DESIGN  
Graduate

A project/seminar oriented course examining the details of the design of operating systems. The ideas from CSC 446 will be extended and incorporated into the design details. PREREQUISITE(S): CSC443.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
CSC 547  
**ADVANCED TOPICS IN PROGRAM LANGUAGES**  
*Graduate*

A project-based course on advanced topics related to programming languages and programming environments. The course does not have any formal exams or homework assignments, but participants are expected to read papers on current research, actively participate in discussions, and complete a significant course project. **PREREQUISITE(S):** Permission of the instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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CSC 548  
**ADVANCED COMPILER DESIGN**  
*Graduate*

Emphasis on practical problems in implementing compilers, data flow analysis, code optimization, error analysis. Discussion of compiler generators. As a class project, students will write a compiler. **PREREQUISITE(S):** CSC 448.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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CSC 549  
**DATABASE SYSTEM IMPLEMENTATION**  
*Graduate*

This is an advanced database course that covers issues in DBMS implementation. Topics covered in this course include: physical data organizations, indexing and hashing, query processing and optimization, database recovery techniques, transaction management, concurrency control, and security. **PREREQUISITE(S):** CSC 453

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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CSC 550  
**OBJECT-ORIENTED DATABASES**  
*Graduate*


CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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CSC 551  
**DISTRIBUTED DATABASE SYSTEMS**  
*Graduate*

Distributed database architecture, distributed database design, distributed query processing, query decomposition and optimization of distributed queries, distributed transaction management and concurrency control, distributed DBMS reliability, distributed database operating systems. Distributed multibase systems. Client/Server database systems. **PREREQUISITE(S):** CSC 453 and (CSC 435 or TDC 425 or TDC 463)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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CSC 552  
**CONCURRENT SOFTWARE DEVELOPMENT (Formerly SE 552)**  
*Graduate*

Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include: threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. **PREREQUISITE(S):** SE 450 and CSC 374.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
CSC 553  
**ADVANCED DATABASE CONCEPTS**  
*Graduate*

An introduction to advanced selected topics in databases. The topics include: intelligent and deductive databases, temporal databases, multimedia databases, spatial and geographic databases, fuzzy databases, mobile databases, data mining and data warehousing, as well as emerging issues and concepts in database design, implementation and management. **PREREQUISITE(S): CSC 453.**

CDM graduate students in the Prerequisite Phase are restricted from registering for this class.

CSC 554  
**ADVANCED DATABASE MANAGEMENT**  
*Graduate*

In this class, we will discuss concepts, technologies, guiding principles, processes and best practices in managing database environment to meet high availability, scalability, and compliance needs. Organizations with business critical applications must reduce their risk of downtime, manage database environment efficiently and ensure data meets compliance requirements effectively. IT now has additional responsibilities to secure and manage information in alignment with legal, records management and regulations. This class explores methods and techniques to achieve the availability needs and also focuses on how to protect the database against disasters by maintaining multiple copies of the databases in separate locations, synchronized in real-time. Students learn to design and manage key business resumption functions including disaster recovery plans and business continuity plans. Data governance challenges will be discussed along with solutions including data life cycle management, preservation, retention, and disposition. **Prerequisite(s): CSC 453 or CSC 454**

CDM graduate students in the Prerequisite Phase are restricted from registering for this class.

CSC 555  
**MINING BIG DATA**  
*Graduate*

Introduction to fundamentals of distributed file systems and map-reduce technology (e.g., Hadoop); tuning map-reduce performance in a distributed network. Algorithms and tools for mining massive data sets and discussion of current challenges. Applications in clustering, similarity search, classification, data warehousing (e.g., Hive), machine learning (e.g., Mahout). **PREREQUISITE(S): (CSC 451 or CSC 453) and (IS 567 or ECT 584)**

CDM graduate students in the Prerequisite Phase are restricted from registering for this class.

CSC 557  
**FOUNDATIONS OF COMPUTER SECURITY (Formerly SE 547)**  
*Graduate*

This course provides an overview of foundational techniques in the specification and verification of computer systems in the presence of malicious attackers. Topics may include: formal models of interaction, attacker models, robust safety properties such as confidentiality and authenticity, information flow properties such as noninterference, and tools such as model checkers, type checkers and theorem provers. **PREREQUISITE(S): CSC 390 and CSC 416.**

CDM graduate students in the Prerequisite Phase are restricted from registering for this class.

CSC 559  
**SOFTWARE ENGINEERING FOR FINANCIAL MARKETS**  
*Graduate*

This course focuses on software engineering issues in creating a financial engine that drives automation and execution in a financial market. The course will cover different types of financial engines from back-office to front-office, exchange matching engines, data gathering engines, trading engines and straight through processing. The emphasis will be on the engines themselves rather than the financial models beneath them. Students will be required to work individually and/or in teams and create a financial engine. This is a project course and it will put students in the role of a domain architect who will need the skills required to communicate with financial traders and software engineers at the same time. **PREREQUISITE(S): (CSC309 or CSC262) and (CSC431 or CSC521 or CSC425)**

CDM graduate students in the Prerequisite Phase are restricted from registering for this class.
CSC 575  
INTELLIGENT INFORMATION RETRIEVAL  
Graduate
Examination of the design, implementation, and evaluation of information retrieval systems. The focus is on the underlying retrieval models, algorithms, and system implementations. Also examined is how an effective information search and retrieval is interrelated with the organization and description of information to be retrieved. Topics include: automatic indexing; thesaurus generation; Boolean, vector-space, and probabilistic models; clustering and classification; information filtering; distributed IR on the WWW; intelligent information agents; IR system evaluation; information visualization; and natural language processing in IR. Throughout the course, current literature from the viewpoints of both research and practical retrieval technologies both on and off the World Wide Web will be examined. PREREQUISITE(S): (CSC 301 or CSC 383) and CSC 374 OR Permission of Instructor.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 578  
NEURAL NETWORKS AND MACHINE LEARNING  
Graduate
A study of the basic structure of neural networks and how machines may learn. This will include analyses of decision trees, Bayesian learning, genetic algorithms, PAC, analytical and reinforcement learning. Neural networks to be studied include Hopfield, backpropagation, Kohonen, ART, and Neuro-Fuzzy. Students will explore current applications and design several learning systems. No prior background in artificial intelligence is assumed. PREREQUISITE(S): MAT 220 or MAT 262 or MAT 151.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 580  
DESIGN OF OBJECT-ORIENTED LANGUAGES (Formerly SE 580)  
Graduate
This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, subtyping, inheritance, polymorphism, genericity and concurrency. PREREQUISITE(S): SE 450.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 582  
MACHINE LEARNING  
Graduate

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 583  
ARTIFICIAL INTELLIGENCE II  
Graduate
The course provides an in-depth coverage of advanced topics in Artificial Intelligence, including planning, reasoning with uncertainty, decision theoretic agents, constraint satisfaction and optimization problems, as well as selected topics of interest in knowledge representation, machine learning, and natural language processing. These topics are discussed in the context of design and implementaton of real-world intelligent agents. This course is suitable for advanced students with interest in further study in artificial intelligence and related topics, as well as those interested in the application of AI techniques in bulding systems with intelligent components. PREREQUISITE(S): CSC 480.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

CSC 587  
COGNITIVE SCIENCE  
Graduate
A study of the relationships between our knowledge of human and computer intelligence. Levels of analysis of intelligent system, examples of cognitive models, and exposure to current publications, with an emphasis on those related to human computer interaction. Students will participate in the design and testing of models of human intelligence, bother experimentally and using computer models. PREREQUISITE(S): CSC 301 or CSC 383 or HCI 460.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
CSC 589
TOPICS IN DATABASE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 590
TOPICS IN USER INTERFACES
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 591
TOPICS IN ALGORITHMS
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 592
TOPICS IN COMPUTER VISION AND PATTERN RECOGNITION
Graduate
This is an independent study course. May be repeated for credit. PREREQUISITE(S): Completion of the corresponding visual computing core sequence or consent of instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 594
TOPICS IN ARTIFICIAL INTELLIGENCE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 595
TOPICS IN COMPUTER SCIENCE
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CSC 597
COMPUTER SCIENCE CAPSTONE
Graduate
In this class students will synthesize knowledge from previous courses to design, build, test, and demonstrate a sophisticated software project as members of a project team. Topics introduced or reviewed, and used in completing the project, will include software engineering (including requirements analysis and negotiation), planning, design, rapid prototyping, project management (and PM tools), implementation, system documentation, security, testing, and web presence. Other topics include reasoning about uncertain futures, negotiation, online meeting techniques, and group dynamics.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
CSC 598
TOPICS IN DATA ANALYSIS
Graduate
Specific topics will be selected by the instructor and may vary with each quarter. Can be repeated for credit. Variable credit.
PREREQUISITE(S): Consult with the course instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 599
INDEPENDENT STUDY
Graduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable Credit.
PREREQUISITE(S): None.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 601
MASTER'S RESEARCH CONTINUATION
Graduate
Non-credit. This course is intended for master's degree students who have completed all course registration requirements and who are regularly using the facilities of the University for study and research, thesis or project completion. These students are required to be registered in this course each quarter of the academic year until all requirements have been completed. PREREQUISITE(S): Completion of required courses. Independent Study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 672
DATA ANALYSIS WORKSHOP
Graduate
Statistical background needed for graduate study complemented with experience in data analysis using SAS. PREREQUISITE(S): CSC 671 or equivalent.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. PREREQUISITE(S): Consent of the instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

CSC 695
MASTER'S INDEPENDENT STUDY (1 - 4 CREDITS)
Graduate
Students interested in a more in-depth study of a particular area will register for this course and work with a faculty member (not necessarily their academic advisor) on a research project. The work involved may include system development, empirical studies, or theoretical work. 4 credit-hours of CSC695 replace one 500-level CS elective course in the MS in CS program and can be taken for up to 8 credit-hours.
PREREQUISITE(S): Consent of research advisor. Independent study form required. Students must successfully complete the Core Knowledge Phase courses prior to their first enrollment in CSC 695.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
A student who has made a significant contribution to a research project, through work done in two quarters of CSC 695 (8 credit-hours), may choose to complete the Master's Research option. At the end of the two quarters, the student must submit a technical report detailing the results of the research project. This report must be approved by the student's research supervisor and the faculty advisor, at which point it will be made available to the public as a CDM Departmental Master's Research Technical Report. In that case, the student will be allowed to register for this course. The transcript will show the Research project title as the course topic. PREREQUISITE(S): CSC 695 taken twice and approval of report by student's research supervisor and faculty advisor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

In cooperation with local employers, the graduate program offers students the opportunity to integrate their academic experience with on-the-job training in computer related work areas. This course is offered for one credit and admission to the program requires consent of a Student Services Advisor. International students may complete curricular practical training through this class.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

A student who has made an original contribution to the area (through work done in CSC 695 typically but not necessarily) may choose to complete a Master's Thesis. The student and the student's research advisor should form a Master's Thesis Committee of 3 faculty. The student will need submit to the committee a thesis detailing the results of the research project. After a public defense, the committee will decide whether to accept the thesis. In that case, the student will be allowed to register for this course and the transcript will show the thesis title as the course topic. The thesis will be made available to the public as a CDM Departmental Master's Thesis Technical Report. PREREQUISITE(S): Successful defense of a Master's Thesis.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

PREREQUISITE(S): One to 12 hours per quarter. A total of 12 hours is required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

Non-credit. Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements and who are regularly using the facilities of the University for study and research are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. PREREQUISITE(S): Admission to Candidacy. Independent Study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

Non-credit. This registration provides for doctoral candidates who have been admitted to candidacy who are not in residence and need only occasional use of University facilities, including the libraries. PREREQUISITE(S): Admission to Candidacy. Independent Study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
CSL 95  
CLINICAL ORIENTATION  
Graduate  
Students will be oriented to the expectations and requirements of the practicum and internship experiences in Human Services and Counseling.

CSL 96  
CLINICAL APPLICATION  
Graduate  
This milestone course ensures that all students have met the requirements clinical placement.

CSL 97  
CLINICAL PLACEMENT  
Graduate  
This milestone course ensures that students have secured a clinical placement that fulfills all requirements for Human Services and Counseling Program.

CSL 200  
LEADERSHIP AND SOCIAL CHANGE  
Undergraduate  
This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings will be included. Contemporary topics in leadership will be addressed to coincide with social change and leadership. (Cross listed with CSL 200 & 500)

CSL 451  
LEGAL AND ETHICAL ISSUES IN COUNSELING  
Graduate  
Professional counseling involves an interplay of ethics, personal values and legal implications of practice. This course initially attempts to focus on personal values and allows for the student to reflect upon his/her personal value systems. Several ethical codes related to the profession are studied so that the students will have the knowledge of professional ethical practice. An examination of local and federal laws regarding the interplay of these three components will be examined. The students, in the course, will engage in small groups, value clarification exercises, role-playing with lectures, video technology and guest speakers.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CSL 452  
INTRODUCTION TO THE COUNSELING PROFESSION  
Graduate  
Upon completion of this course each student will be able to: 1) analyze human service organizations in terms of their mission, vision, beliefs, currents goals and strategies, organizational culture, organizational structures and leadership; 2) utilize visionary, strategic and operational planning processes to develop and organize a human services organization; 3) design various assessments of service outcomes of human services organizations; and 4) judge his or her effectiveness as a member of both a learning community and planning team.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CSL 454  
CAREER COUNSELING  
Graduate  
Ways to assist the individual to choose, prepare for and progress in a career. Vocational testing, sources for occupational information are described. Computer guidance programs designed for career exploration will be studied. Also, the study of vocational behavior in relation to career patterns with special attention to the analysis of empirical data and theories pertaining to vocational choice will be considered.

CSL 501 and status as an Advanced Masters Education student are a prerequisite for this class.
CSL 458  
GROUP COUNSELING  
Graduate  
Study and ethics of group process, group theories, problems such as conflict resolution, leadership and membership styles re-examined. The class engages in a regular group experience. Opportunity to observe and participate in group work is provided. Criteria and formulation for conducting workshops with group process is considered.

CSL 451, CSL 452, CSL 467, CSL 501, CSL 510 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 461  
TESTING AND APPRAISAL  
Graduate  
Detailed analysis of intelligence, aptitude, personality, and achievement tests used with groups and individuals. The course is intended to familiarize students with various appraisal procedures and their utilization. Attention is given to the development of the institutional testing program.

SCG 410 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 466  
ASSESSMENT AND TREATMENT OF CHEMICAL DEPENDENCY  
Graduate  
This course seeks to develop skills and understandings relevant to the assessment and treatment of chemical dependency. The major alternative assessment approaches and treatment interventions for chemical dependency are surveyed and analyzed.

CSL 451, CSL 452, CSL 467, CSL 501, CSL 510 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 467  
COUNSELING THEORIES  
Graduate  
The purpose of this course is to review counseling theories from affective, non-directive approaches to cognitive and behavioral approaches. The humanistic and existential frameworks in counseling will be reviewed. Techniques and process derived from these various counseling frameworks will be used in classroom laboratory experiences with use of follow-up videotaping assignments. Models of normalcy as well as knowledge and use of the DSM IV-R (2000) and review of psychopathology, highlighting neurotic personality disorders will be considered. In counseling children, play and art therapy processes will be applied.

CSL 451, CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 475  
CAREER COUNSELING FOR SCHOOL COUNSELORS  
Graduate  
This course will provide an introduction to career counseling in a school context. Focus will be on increasing students' knowledge of the world of work, career theories, and related life influences. The ASCA model for K-12 programs and interventions will be integrated throughout this course.

CSL 501 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 489  
PSYCHOPATHOLOGY  
Graduate  
This course will focus on a continuum of mental health with an emphasis on neurotic and psychotic deviations. Specific models and methods for assessing mental status, identification of abnormal, deviant or psychopathological behavior will be presented. The use of DSMIV-R (2000) ad Zero to Three Diagnostic Classification with its diagnostic categories will be utilized for assessment methodology. Specific attention will be given to diverse cultural perspectives in diagnosis and assessment.

CSL 510 and status as an Advanced Masters Education student are a prerequisite for this class.
CSL 490
FOUNDATIONS OF STUDENT AFFAIRS
Graduate
The course examines historical and philosophical elements relative to the role of student affairs in higher education as well as the impact of changing demographics on current trends pertinent to the management of student affairs. The course also provides students with theoretical and practical knowledge about organization structure, services, and faculty/staff/administrative functions in student affairs.

CSL 451 and CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 491
CONTEXTUAL DIMENSIONS OF COLLEGE STUDENT DEVELOPMENT
Graduate
This course will examine the impact of institution mission and state and national policies on access, retention and graduation rates. Organizational change, decision making and conflict resolution strategies will be explored within the context of strategic planning, organizational structure and leadership styles and management. Personnel selection, management theories and performance evaluations will also be studied. Various assessment practices will be reviewed and analyzed. Within this framework, student demographics, campus culture and student development theory (traditional and contemporary) will be examined.

CSL 490 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 492
PROGRAM DEVELOPMENT IN STUDENT AFFAIRS
Graduate
This course will explore models for designing, managing, and evaluating student affairs programs, including the use of technological applications. Students will become familiar with models and methodologies of program development and implementation in higher education and will understand how to use professional standards and other resources for program development.

CSL 491 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 500
LEADERSHIP AND SOCIAL CHANGE
Graduate
This is an advanced course exploring how leadership theory interacts with organizational structures, advocacy, and social justice. The class is structured to expand from the individual to the group/organization/school level to the societal macro view of leadership. The topics of leadership development and leadership education in P-16 settings will be included. Contemporary topics in leadership will be addressed to coincide with social change and leadership. (Cross listed with CSL 200 & 500)

CSL 501
COUNSELING SKILLS
Graduate
This course examines oral communication skills as a dynamic in human relations. Through videotapes, role-playing and a variety of activities and experiences, students will explore ways to improve their own communication and counseling skills using the Ivey intentional interviewing approach. Feedback is given to the students, both in laboratory classroom exercises and in viewing videotape sessions. Skills emphasized include perception, verbal and nonverbal language, accurate and empathetic listening skills, focusing, thematizations, confrontation, conflict resolution and a process of directionality for change.

CSL 451, CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 510
MULTICULTURAL COUNSELING
Graduate
This course will assist students in understanding the need for formulating and implementing counselor/consultant roles with diverse communities. Attention will be on the students' integration of awareness, knowledge, attitudes, insights, and cultural identities. Moreover, students will develop the skills and expertise necessary for effective counseling and collaboration in a multicultural milieu.

CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.
CSL 511
SUPERVISION
Graduate
This course will be an introduction to the theory and practice of supervision in the counseling profession. There will be a focus on the basic skills necessary for effective supervision of counselors.

CSL 458 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 512
CRISIS INTERVENTION
Graduate
This course will provide students with an understanding of the individual in crisis. Focus will be on the common characteristics and manifestations of crisis and address methods and techniques of crisis intervention.

CSL 451, CSL 452, CSL 467, CSL 501 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 513
CONSULTATION FOR COUNSELORS
Graduate
This course will focus on the theory, techniques, practice and skill development needed to effectively provide consultation in communities and schools. Emphasis will be on the application of consultation and the role of the consultant.

CSL 458 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 514
CRISIS INTERVENTION FOR SCHOOL COUNSELING
Graduate
This course will provide students with an understanding of principles of crisis intervention and crisis management with a focus on the school setting. Working with individuals and groups in crisis is significantly different than typical counseling situations, both in the characteristics of the clients and in the types of intervention strategies employed. Graduates working in community, school, and higher education settings will encounter many situations where crisis intervention skills are necessary. This training will increase their knowledge and skills of crisis intervention strategies.

CSL 451, CSL 452, CSL 467 and CSL 501 and status as an Advanced Masters Education students are a prerequisite for this class.

CSL 519
SPECIAL EDUCATION: LEGAL AND PROFESSIONAL ISSUES FOR SCHOOL COUNSELORS
Graduate
This course will introduce students to special education law including relevant statutes, cases, and regulations. Students will also learn about the development, monitoring, and implementation of IEPs. In addition, this course will address the student counselor's potential role in the evaluation, referral, monitoring, and consultation of student with special needs.

CSL 451, CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 520
COUNSELING CHILDREN AND ADOLESCENTS
Graduate
This course will consider the theoretical foundations of working with children and adolescents. It will address developmentally appropriate counseling perspectives and interventions. Emphasis will be on the child/adolescent in various systemic contexts, family as consultant and collaborator, multicultural factors, specific child/adolescent problems, and resiliency. In addition, professional issues will be addressed.

CSL 458 and status as an Advanced Masters Education student are a prerequisite for this class.
CSL 521
CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING
Graduate
This course will address the role of the school counselor and provide an understanding of the coordination of counseling program components as they relate to the school and the wider communities. Students will explore the various roles of the school counselor as advocate, coordinator, teacher, programmer, consultant, information and referral agent, and counselor. The ASCA developmental approach to school counseling will be introduced and integrated throughout.

CSL 451 and CSL 452 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 522
DELIVERY OF COMPREHENSIVE DEVELOPMENTAL SCHOOL COUNSELING PROGRAMS
Graduate
This course will focus on the comprehensive development, delivery, and evaluation of school counseling programs based on the "Best Practices" model of the state and the three ASCA model domains: academic development, career development, and personal/social development. Students will learn strategies to integrate school counseling programs into the total school curriculum, to promote the use of counseling activities and programs, to plan for and present school counseling-related educational programs, and to gain knowledge of prevention and crisis intervention strategies.

CSL 521 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 523
LEARNING AND CLASSROOM MANAGEMENT FOR SCHOOL COUNSELORS
Graduate
This course will explore learning frameworks in education such as constructivist approaches, social-cultural learning, and the zone of proximal development as well as behavioral learning contracts. The history of learning approaches will be covered particularly in the 19th and 20th centuries to assist the school counselor in relationship to educators in the school community. Classroom management models and theories of inner discipline and consistency management will be discussed so that the school counselor will be able to assist educators and parents in home-school management of youth.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CSL 552
PRACTICUM IN COUNSELING
Graduate
The practicum course is the initial clinical experience for the CSL student. The student begins to see her- or himself as a counselor-in-training in an actual counseling setting and will develop and continue to work on mastery of counseling skills in a clinical setting. The practicum requires a minimum of 100 clock hours during the quarter.

CSL 553
INTERNSHIP IN COUNSELING I
Graduate
After the completion of fifteen courses, and consultation with one's advisor, the student-intern is assigned to an early childhood setting including schools, agencies, centers for young children. The student-intern functions under the joint supervision of a professionally qualified setting supervisor and a University clinical experience director for 150-300 clock hours of internship experience. A structured contract will include structured experiences expected of the student from both the setting and the University, signed by all parties, and used as an evaluative tool for the internship. During the internship the student-intern will complete a thesis/research project as part of the requirement for the Master of Arts degree. The thesis/research project is approved jointly by the internship supervisor and clinical experiences director. Ongoing reflective seminars will be part of the internship experience related to early childhood topics and counseling skills and processes.

CSL 552 and status as an Advanced Masters Education student are a prerequisite for this class.

CSL 554
INTERNSHIP IN COUNSELING II
Graduate
This course is a continuation of Internship I. The student-intern continues with 150-300 clock hours experience under supervision of the setting supervisor and University clinical experience director using a structured contract. The thesis/research project using action-oriented research processes is completed and orals are required for the student seeking an M.A. degree.

CSL 553 and status as an Advanced Masters Education student are a prerequisite for this class.
CSL 556
COUPLES AND FAMILY COUNSELING
Graduate
This course focuses on providing theoretical formulations and practical illustrations applicable to the practice of marriage and family counseling. Students engage in role-playing, case study, and observation of counseling techniques. Skills expected in this course include understanding the process of marriage and family counseling and understanding the role of the counselor in the marriage and family setting. Students will learn to develop effective marriage and family strategies, and to conduct complete case analysis.

CSL 451, CSL 452, CSL 467, CSL 501, CSL 510 and status as an Advanced Masters Education student are a prerequisite for that class.

CSL 558
INDEPENDENT STUDY IN COUNSELING
Graduate
Permission of instructor, department chair and associate dean required.

CSL 559
THESIS RESEARCH IN COUNSELING
Graduate
A student writing a thesis registers for this non-credit course. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit.

SCG 410, thesis, advanced Mast

CSL 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CSL 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

CSS 101
CATHOLIC SOCIAL TEACHING AND REFLECTION
Undergraduate
CSS 101 is a mandatory year-long course sequence for all students serving as tutors at San Miguel schools and Visitation Catholic Elementary through the Stean’s Center Catholic Schools Initiative. Utilizing the pastoral cycle of “See, Judge, and Act” within the Catholic Social tradition, students will critically reflect on their tutoring experience as it relates to local economic, cultural and political issues surrounding the Englewood and Back of the Yards neighborhoods. In addition they will explore a variety of domestic and global justice issues through the lens of Catholic Social Teaching. Through this hermeneutic, they will gain a familiarity with terms and concepts to more thoroughly analyze and critique social systems. The students will also learn more about the Dominican and LaSallian charism towards marginalized populations and reflect on their own personal responsibility as members of a community bound to their religious mission. As a service-enhanced course, students will actively engage in critical reflection and dialogue on their tutoring experience through the use of readings, videos, guest speakers, group projects/presentations, and designated field trips to related organizations. Variable credit.

CSS 201
PERSPECTIVES ON COMMUNITY SERVICE
Undergraduate
This course explores the relationship between social justice movements and non-profit organizations in the U.S. by providing a structure within which students can learn about issues and theory and the organizational settings in which they are serving.
CSS 300
INTRODUCTION TO NON-PROFIT MANAGEMENT
Undergraduate
This course provides students with an understanding of the functioning of the organizations that conduct the vital work of the non-profit sector. Students will complete the course with the knowledge base to be effective program managers and board members in these organizations.

CSS 310
RESTORATIVE JUSTICE: ENGAGEMENT WITH THE PRISON
Undergraduate
This course will provide an opportunity for students to 1.) reflect deeply on the meaning of justice, 2.) examine institutionalized forms of justice, and, above all, 3.) explore alternative models of justice. Using a dialectic process, students will actively scrutinize theories of justice and investigate issues and movements of social justice. Additionally, they will be asked to consider how each of these areas informs the other, since theories often influence as well as emerge from issues and movements. Assumptions about crime and justice will be considered by comparing and contrasting retributive and restorative paradigms. The role of offender, victim and community will be analyzed in the context of crime and justice. Students will also look into programs in restorative justice to discern their outcome effectiveness.

CSS 320
COMMUNITY FOOD SYSTEMS
Undergraduate
This course offers a critical analysis of the concept of community food systems as it has been employed as an alternative to the global agro-food system. Readings, lectures, films, guest speakers, site visits, and field projects will provide students with an overview of emerging community-driven efforts at producing, distributing and consuming food. Emphasis will be placed on (1) local, community-based food projects within urban contexts in North America; (2) whether or not these projects constitute more environmentally, socially, and economically sustainable approaches to provisioning households, neighborhoods, towns and cities; and (3) the degree to which such projects enhance the control over, accessibility to, and healthiness of food. Students will gain an understanding of the current global food system in relation to producing, processing, packaging, transporting, marketing, eventually discarding of food. Comparisons will be drawn with emerging local production, distribution and procurement processes driven by the interests of community groups and organizations concerned with health and nutrition, the environment and social justice. There will be a specific focus on the application of community food systems in urban sectors where access to fresh food is challenged, for example, as a result of historical patterns of racial segregation and social exclusion. Students will gain an understanding of such challenges through engaging in field projects in support of local food production and distribution within Chicago communities.

CSS 390
SPECIAL TOPICS IN COMMUNITY SERVICE STUDIES
Undergraduate
Special topics in Community Service Studies are designed to cover emerging or specialized issues in community service, development, nonprofit management, and/or social and global responsibility.

CSS 395
COMMUNITY INTERNSHIP
Undergraduate
Community Internship exposes students to career potentials in non-profit and government agencies through an intensive internship experience in a community organization.

CSS 399
INDEPENDENT STUDY
Undergraduate
Independent study. Enrollment by instructor and/or with approval by program director. Variable credit.

CTH 110
THE CHRISTIAN EXPERIENCE
Undergraduate
An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future. Cross-listed as REL 110.
CTH 180
INTRODUCTION TO CATHOLICISM
Undergraduate
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

CTH 182
THE LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES [CROSS-LISTED WITH REL 113]
Undergraduate
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113.

CTH 183
THEMES IN CATHOLIC SOCIAL THOUGHT (CROSS-LISTED AS REL 183)
Undergraduate
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as REL 183.

CTH 190
CATHOLICISM AND BIBLICAL INTERPRETATION (FORMERLY CTH 225)
Undergraduate
An historical and theological study of the ways in which the Scripture have been interpreted in the Catholic Tradition. In addition to the historical survey, the interpretation of particular texts (creation, resurrection, miracle stories, moral discourses, etc.) will be examined. Formerly CTH 225.

CTH 201
THE EXPERIENCE OF CATHOLICISM IN CHICAGO
Undergraduate
An experience-centered introduction to the Catholic Church in Chicago. Includes site visits.

CTH 202
GOOD NEWS: CATHOLICISM AND SCRIPTURE
Undergraduate
This course serves as an introduction to the content of the Old and New Testaments and to Catholic ways of reading Scripture in relation to the history of the early Church. The course will cover, for example, passages from Genesis, Exodus, the historical writings, the prophets, the Gospels, and the letters of Paul. The course will also treat questions of canon, interpretation, and the relation of Scripture to tradition.

CTH 203
A FAITH TO DIE FOR: CATHOLIC BELIEF
Undergraduate
This course will cover the basic elements of Catholic belief, following the pattern of the Nicene Creed. The course will deal with God, Jesus Christ, salvation, the Holy Spirit, the Church, sacraments, and the afterlife, as these ideas have been discussed and debated in classical, modern, and contemporary periods.

CTH 205
CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 (CROSS-LISTED AS REL 213)
Undergraduate
A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined.

CTH 206
CATHOLICISM IN WORLD HISTORY II: MODERN & POST-MODERN TIMES
Undergraduate
A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism's encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States.
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CTH 209
THEORIES OF THE CHURCH: CONCEPTS AND CONTROVERSIES (CROSS-LISTED AS PSC 335)
Undergraduate
Introduction to several ecclesiologies that co-exist in Catholicism. Both historical and contemporary ecclesiologies will be considered. Cross-listed as PSC 335.

CTH 210
CATHOLIC SOCIAL TEACHING
Undergraduate
This course will introduce students both to the development of Catholic Social Teaching (CST) and the lived witness of social engagement by a variety of Catholics in varied contexts. The course will cover essential passages from Scripture (e.g., the Beatitudes, key sections of the Hebrew Bible), as well as the ongoing development of Catholic thought and practice in modern papal encyclicals and the Second Vatican Council. Witnesses who embody, challenge and contribute to Catholic Social Teaching will be explored; these may include, for example, Catherine of Siena, Bartolome de las Casas, Vincent DePaul, Louise DeMarillac, Dorothy Day, and Oscar Romero.

CTH 212
ANCIENT ISRAEL: HISTORY, LITERATURE AND RELIGION (CROSS-LISTED AS REL 232)
Undergraduate
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed with REL 232.

CTH 213
THE NEW TESTAMENT (CROSS-LISTED AS REL 233)
Undergraduate
A critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society. Cross-listed with REL 233.

CTH 214
THE HISTORICAL JESUS (FORMERLY CTH 311, CROSS-LISTED AS REL 238)
Undergraduate
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered. Cross-listed as REL 238.

CTH 215
VARIETIES OF EARLY CHRISTIANITY (CROSS-LISTED AS REL 234)
Undergraduate
An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings. Cross-listed as REL 234.

CTH 216
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY (CROSS-LISTED AS REL 235)
Undergraduate
A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered. Cross-listed as REL 235.

CTH 220
CATHOLIC EXPERIENCE I: EARLY CHURCH - 1200
Undergraduate
This course is an introduction to the history of the Catholic Church and the evolution of Christian thought and practices, from the early Church to the thirteenth century. The course will not include only institutional history but also ecclesiastical, cultural, and social history of Catholicism in relation to foundational theological and spiritual texts written in this period. Main topics: The Early Church; Councils and Heresies; Missions in Northern Europe; Charlemagne, Carolingians and a new Roman Empire; Monasticism; Eastern Orthodoxy; Christianity and Islam (the Age of the Crusades); the Mystical Tradition; the Investiture Controversy.
CATHOLIC EXPERIENCE II: 1200 - FRENCH REVOLUTION
Undergraduate
This course provides an overview of the history of Catholicism and its interactions with institutional, political, and social history from 1200 to the French Revolution. The main topics of the class are the origin of the Universities and Scholasticism; Mendicant Orders and their impact on the Medieval Society; the Challenges to Papal Monarchy; Humanism and Erasmus; the impact of the Age of the Reformation; the Council of Trent; the geographic discoveries and the New Worlds; the Enlightenment and the Scientific Revolution; the Catholic Church and the French Revolution.

CATHOLIC EXPERIENCE III: FRENCH REVOLUTION - PRESENT
Undergraduate
This course will offer a survey of the political, cultural and intellectual history of the Catholic Church from 1789 through the early twenty-first century. It will include discussions of the Catholic Church in relation to the French Revolution; the Catholic Church and the formation of modern nation-states (including, inter alia, the unification of Italy and the German Kulturkampf); the relation between the Church and Liberalism; intellectual movements like theological Modernism and ressourcement theology; the First Vatican Council; the Church, Fascism and Communism; the Second Vatican Council; the Emergence of a Global Church, Latin American Liberation Theology, and more.

THE SECOND VATICAN COUNCIL
Undergraduate
A detailed exploration of the history, issues, personalities, theologies and results of Vatican II studied against the backdrop of modernity and post-modernity.

CHRISTIAN PREACHING AS COMMUNICATION (CROSS-LISTED AS CMN 221)
Undergraduate
Rooted in Catholic tradition but inclusive of the call for all Christians to proclaim the Good News. This class explores preaching as a graced communication and, in addition to transactional and theological communication theory, examines the preacher's: call, spiritual formation, present mandates and future potentials, scripture study fundamentals and presentational approaches. The course provides opportunities for in-class, on-campus, and off-campus preaching and observation experiences as well as listener feedback and diversity education.

ROMAN CATHOLIC SPIRITUAL LITERATURE (CROSS-LISTED AS REL 282)
Undergraduate
A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories. Cross-listed with REL 282.

MEDIEVAL MYSTICS IN EUROPE: 1000-1600 A.D. (CROSS-LISTED AS HST 213)
Undergraduate
The evolution of theories and experiences of human union with God, and of varied Christian spiritual paths and practices as described in mystical literature, saint's lives, religious art and music. Emphasis on the monastic, urban and courtly institutional context of the documents. Cross-listed with HST 213.

CATHOLICISM AS A SPIRITUAL PATH (CROSS-LISTED AS REL 284)
Undergraduate
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical as well as contemporary spiritualities will be explored. Cross-listed as REL 284.
This course centers on the question of the relationship between reason and faith, between as it were thinking and God. According to the Catholic tradition, reason's search for wisdom initiated by such classical thinkers as Plato and Aristotle is fulfilled in Christian faith. As such, it regards philosophy as a mode of reflection that holds God as the source of all being and action and brings multiple disciplines together into a lived synthesis. (Vision Statement, Department of Catholic Studies). This holistic vision entails theses regarding the character of reason as open to theology and faith as an extension of reason. It entails the Christian doctrines of the Logos, the Trinity, revelation, and sin. It requires careful considerations of the human person's powers of intellect and will. It extends to considerations of the relationship between the theological virtues of faith, hope, and charity that in turn extend to all of the moral life. And it must offer an account of reasonableness that begins to answer the challenges of Nominalism, the Reformation, the Enlightenment, and postmodernity. Possible topics of a more interdisciplinary nature include the public/private distinction, the compatibility of science and religion, and the validity of truth claims in a pluralistic world.

CTH 231
ROMAN CATHOLIC LITURGY (CROSS-LISTED AS REL 281)
Undergraduate
A study of the emergence, meaning and dynamics of community, and of the interaction between community and ritual in the Roman Catholic tradition. Cross-listed as REL 281.

CTH 232
INTRODUCTION TO LITURGY
Undergraduate
Basic issues and elements of Christian liturgy with special attention given to the liturgical documents of the Roman Catholic Church. Required lab sessions on dates announced at the beginning of the quarter. Taught at Catholic Theological Union.

CTH 233
LA MORENITA DE CHICAGO: FAITH, CULTURE AND IDENTITY IN MEXICAN CATHOLICISM
Undergraduate
The course will enable the students to "read" the image of Our Lady of Guadalupe in distinct contexts, especially in the light of the struggle of the Mexican Catholic community in Chicago and will allow them to think and write about the image of la Morenita de Chicago (an affectionate term used by Mexican-Americans to refer to the image that literally translates as "the brown-skinned woman of Chicago"). The learning process will lead to an integration of varied personal experiences, guided theological reflection, and the common study of history, art, culture, and politics.

CTH 238
ANCIENT PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from ancient Greece. Cross-listed with PHL 293.

CTH 239
MEDIEVAL PHILOSOPHY (CROSS-LISTED AS PHL 294)
Undergraduate
A study of selected thinkers and issues from the Medieval period. Cross-listed as PHL 294.

CTH 240
TOPICS IN CATHOLIC THOUGHT
Undergraduate
A study of selected topics and controversies.

CTH 241
ROMAN CATHOLIC MORAL TRADITIONS (CROSS-LISTED AS REL 287)
Undergraduate
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation. Cross-listed as REL 287.
CTH 242
PHILOSOPHICAL THEOLOGY (CROSS-LISTED AS PHL 244)
Undergraduate
A survey of the interaction between philosophy and Christian theology.

CTH 243
ROMAN CATHOLIC THEOLOGICAL THINKING
Undergraduate
A study of the Roman Catholic tradition of “faith seeking understanding” examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with REL 280.

CTH 244
DEBATES ABOUT GOD
Undergraduate
A study of classical and contemporary arguments regarding the existence and meaning of "God" as developed in a variety of theistic traditions. Cross-listed as REL 200.

CTH 245
INTRODUCTION TO THEOLOGY
Undergraduate
A consideration of the nature, sources and methods of theology from a study of several case histories. Special emphasis on historical revelation in Christianity and the developing awareness of faith in relation to shifting horizons. Taught at Catholic Theological Union.

CTH 246
INTRODUCTION TO CHRISTIAN ETHICS
Undergraduate
This course is an introductory study of the basic themes of Christian ethics. Particular attention will be paid to the Roman Catholic moral tradition, including such topics as the virtues, the natural law, moral decision-making and narrative.

CTH 247
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT (CROSS-LISTED WITH REL 283)-
Undergraduate
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and state, and the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics.

CTH 248
CONTEMPORARY MORAL ISSUES
Undergraduate
A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of Catholicism to selected moral issues such as war and peace, sexual behavior, etc.

CTH 249
NATURE, COSMOS AND GOD: CATHOLICISM AND SCIENCE
Undergraduate
A constructive correlation of Catholic thought and contemporary scientific theory about the origins and development of the universe. Modern and contemporary cosmologies will be put into dialogue with Christology, Trinity and Incarnation. A particular concern will be today’s environmental crisis and an authentically Christian response.

CTH 250
ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED W/ HAA 246)
Undergraduate
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the “New World” landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with HAA 246.
**CTH 251**  
**CATHOLIC THEMES IN CONTEMPORARY CINEMA**  
**Undergraduate**
This course will explore and examine the interaction of Catholic themes, symbols, and images through Hollywood and foreign films. Students are required to analyze films outside of class, give oral presentations, and compose papers on selected films.

**CTH 252**  
**BYZANTINE ART (CROSS-LISTED WITH HAA 234)**  
**Undergraduate**
This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship. Cross-listed with HAA 234.

**CTH 253**  
**EARLY MEDIEVAL ART (CROSS-LISTED AS HAA 231)**  
**Undergraduate**
This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 231.

**CTH 254**  
**LATE MEDIEVAL ART**  
**Undergraduate**
This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed as HAA 232.

**CTH 255**  
**ANCIENT AND MEDIEVAL ART (CROSS-LISTED AS ART 235)**  
**Undergraduate**
A survey of the principal works of architecture, sculpture, painting and the industrial arts created in the Mediterranean basin and in Europe from the Byzantine through the Gothic age.

**CTH 256**  
**ITALIAN RENAISSANCE ART (CROSS-LISTED AS HAA 237)**  
**Undergraduate**
This course provides an overview of the history of Italian Renaissance art and architecture in Italy's primary centers of artistic production. Cross-listed as HAA 237.

**CTH 257**  
**BAROQUE ART (CROSS-LISTED AS HAA 238)**  
**Undergraduate**
Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed as HAA 238.
CTH 258
NORTHERN RENAISSANCE ART (CROSS-LISTED AS HAA 236)
Undergraduate
This course features the most significant works of art, their artists & patrons, the social & economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance & outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork.

CTH 259
THE ART AND ARCHITECTURE OF CATHOLICISM IN CHICAGO
Undergraduate
An experience-centered study of Catholic art and architecture. The history, ethnic origins and theology of the pieces will be considered.

HAA 130 is a prerequisite for this course.

CTH 260
ART, LITURGY AND LIFE
Undergraduate
This class examines how beauty and its antithesis, ugliness, permeate Catholic life and thought. Students will be introduced to the topic by considering examples from a variety of media, including ritual, painting, sculpture, architecture, crafts, and mural art. The students will learn not only how works of art accompany the performance and celebration of worship but also how Christians have learned to discern the living presence of the incarnate form of the divine Word within both art and liturgy. This course will demonstrate with concrete examples how art in Catholicism is the nexus that joins spirituality and liturgy. Theoretical orientation can be gleaned from the Christian theological tradition (St. Augustine, Hans Urs von Balthasar), Christian aesthetic theory (Jacques Maritain, Flannery O'Connor, Walker Percy, or Alejandro Garcia Rivera), liturgical reformers (Odo Cassel, Louis Bouyer, or Virgil Michel), or the document of Vatican II on liturgy, namely, Sacrosanctum Concilium.

CTH 261
CATHOLIC FAITH AND MUSICAL EXPRESSION
Undergraduate
An investigation of the relationship between Catholic life and music. The development of Catholic service music (masses, canticles, hymns, motets, etc.) as well as religious choral works may be studied.

CTH 264
CATHOLICISM AND LITERATURE
Undergraduate
This course will offer a broad introduction to some of the most important works of Catholic literature over an expansive temporal and geographic ambit. The course introduces poetry, fiction and essays by men and women from diverse cultural, political, linguistic and social points of departure. The students will think through the various ways in which Catholicism has engaged the creative faculties of diverse artists - most of whom are Catholic, but some of whom (e.g., Dostoevsky, Fermor) are not, even as they write extensively about Catholicism. As a result of the course, the students will be able to think about diverse literary genres and traditions in relation to Catholic faith, history and practice. They will also be given instruction in the terminology and techniques most useful for the textual analysis of literature, from the terms used to describe prosody to learning about the various novelistic genres presented in the course.

CTH 265
LITERATURE AND THE SACRED
Undergraduate
How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives.

CTH 270
JESUS ACROSS CULTURES (CROSS-LISTED AS REL 273)
Undergraduate
A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of the Christian tradition and its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions. Cross-listed with REL 273
CTH 271
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS
Undergraduate
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings. Cross-listed with REL 285.

CTH 273
Undergraduate
This course traces the developments of the Catholic Church from the missionary enterprise to the position of a major social, political and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the Liberal ideal of American Democracy. Cross-listed with HST 243.

CTH 274
IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"
Undergraduate
An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Republican sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them.

CTH 275
MEDIEVAL PEOPLE: 400 TO 1400 A.D. (CROSS-LISTED AS HST 210)
Undergraduate
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time?

CTH 276
CATHOLICISM IN AFRICA
Undergraduate
An exploration of issues regarding the inculturation of Catholicism in Africa. Theological (Christology, authority, gender, the nature of marriage) and pastoral (style of worship, education, sacramental theology) issues may be examined.

CTH 279
CATHOLICISM AND THE FAMILY
Undergraduate
An historical and theological study of the family in Catholic life and thought. Images of family life in contemporary film and literature will be given special consideration.

CTH 280
RELIGION AND EDUCATION IN WESTERN CULTURE (CROSS-LISTED AS LSE 250)
Undergraduate
A study of the relationship between Catholicism and education in Western culture. The historical relationship between Catholic faith and educational institutions will be studied. A major part of the course will explore the theological meaning of education with special attention to the issues of freedom and indoctrination, moral education, authorities in education and issues of the modern Western university.

CTH 282
GOD, JUSTICE AND REDEMTIVE ACTION
Undergraduate
A practicum and seminar combining student participation in social outreach programs with an examination of the theological and ethical issues raised therein. Students will volunteer at a field site for the quarter.
CTH 285
THE SOCIAL ECONOMY OF CATHOLICISM
Undergraduate
An examination of selected economic and sociological aspects of Catholics and Catholic institutions. Problems in the sociological definition of Catholicism will be explored as a prerequisite to the study of Catholic demographics, patterns of financial contributions, the economic impact of Catholic schools and other institutions, international economic development and other social and economic issues.

CTH 288
IRELAND, 1450-1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.

CTH 289
IRELAND, 1800 - 2000
Undergraduate
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

CTH 290
THE LIFE AND TIMES OF VINCENT DE PAUL
Undergraduate
A study of Vincent de Paul in his cultural and religious context.

CTH 292
WOMEN AND SAINT VINCENT DE PAUL
Undergraduate
The changing roles of women in 17th century France, the importance of women in Vincent de Paul's life, the key relationships of Vincent with Madame de Gondi, Jane de Chantel and Louise de Marillac will be studied in depth. The flowering of Vincent's new conception of possibilities for women in the Ladies of Charity, the Daughters of Charity and other groups of women will be explored.

CTH 293
THE DAUGHTERS OF CHARITY
Undergraduate
An historical study of the Daughters of Charity from their foundation to the present.

CTH 295
THE VINCINTIANS IN AMERICA
Undergraduate
An examination of the history of the Congregation of the Mission from 1816 to the present.

CTH 312
THE GOSPEL ACCORDING TO MATTHEW
Undergraduate
A study of the context, structure and major motifs of the Gospel of Matthew. Particular attention will be given to the evangelist's role as an interpreter of tradition and history for a community in transition. (Taught at Catholic Theological Union.)

CTH 313
THE GOSPEL ACCORDING TO MARK
Undergraduate
A study of the Gospel of Mark with attention to its structure, major themes and key (Taught at Catholic Theological Union.)
CTH 314
THE GOSPEL ACCORDING TO LUKE
Undergraduate
A study of the Third Gospel and its major theological themes. Particular focus on Luke's Christology and portrayal of discipleship for women and men followers of "the Way". (Taught at Catholic Theological Union.)

CTH 315
THE GOSPEL ACCORDING TO JOHN
Undergraduate
A study of the Gospel of John with attention to its distinctive style and theology, its overall structure and content. Key sections will be used to highlight such major Johannine motifs as religious symbolism, sacraments, community and spirituality. (Taught at Catholic Theological Union.)

CTH 325
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS
Undergraduate
SPECIAL TOPICS IN SCRIPTURES, COUNCILS AND CREEDS

CTH 326
INTRODUCTION TO THE CHRISTIAN SPIRITUAL LIFE
Undergraduate
A survey of traditional and contemporary practices of prayer, community, service, discernment and spiritual guidance, with the aim of assisting development of an integrated vision of the Christian spiritual life. (Taught at Catholic Theological Union.)

CTH 327
THEOLOGY AND PRACTICE OF PRAYER
Undergraduate
A survey of traditional and contemporary Christian prayer styles, the development of a life of prayer and the role of prayer in individual and ecclesial life. (Taught at Catholic Theological Union.)

CTH 328
RELIGIOUS EXPERIENCE AND THE LIFE CYCLE
Undergraduate
Using Erikson's eight stages of the life cycle as a framework, explores aspects of psychological development undergirding the experience of religion. Aspects covered include faith, symbolism, ritual, conscience, commitment, humility and mysticism. (Taught at Catholic Theological Union.)

CTH 329
SPIRITUAL CLASSICS OF THE EARLY CHURCH
Undergraduate
Study of selections from the most influential spiritual writings of the second to the sixth centuries: Ignatius of Antioch, Origen, Gregory of Nyssa, Athanasius, Desert Fathers and Mothers, Benedict, Augustine, Pseudo-Dionysius and others. (Taught at Catholic Theological Union.)

CTH 335
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY
Undergraduate
SPECIAL TOPICS IN RELIGIOUS EXPERIENCE, PRAYER AND LITURGY

CTH 336
THEORIES OF INTERPRETATION
Undergraduate
Philosophical hermeneutics and biblical interpretation. Cross-listed with PHL 355.
CTH 337
GREEK AND MEDIEVAL THOUGHT (CROSS-LISTED AS PHL 310)
Undergraduate
A study of selected thinkers and issues from the ancient Greek and Medieval periods. Cross-listed as PHL 310.

CTH 338
EARLY MODERN PHILOSOPHY
Undergraduate
A study of some of the main philosophers and philosophical movements from the 17th to the 19th centuries. Cross-listed as PHL 295.

CTH 339
PHILOSOPHY SINCE KANT
Undergraduate
A study of some of the most influential thinkers of the last 150 years.

PHL 100 is a prerequisite for this course.

CTH 340
ISSUES IN CONTEMPORARY THEOLOGY
Undergraduate
A study of methods, issues and movements in 20th-century theology. Specific topics vary and are noted in the current schedule.

CTH 341
LIBERATION THEOLOGY: THEORY AND PRACTICE (CROSS-LISTED AS REL 351)
Undergraduate
Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the "Basic Christian Communities" of Latin America and spread from there to North America and the Third World. Cross-listed as REL 351.

CTH 346
THE PROBLEM OF GOD IN CONTEMPORARY SOCIETY
Undergraduate
Analysis of why God has become problematic for contemporary society is followed by a critical review of representative Christian attempts to respond. The course helps students evaluate their experience and respond intelligently to the modern problem of God. (Taught at Catholic Theological Union.)

CTH 347
ORIGINS AND ESCHATOLOGY
Undergraduate
A study of the notion of myth, mythic consciousness and the way myths are used in the Bible and in various cultures to express the origin of the world and humankind, the origin of evil and the individual and collective end. (Taught at Catholic Theological Union.)

CTH 348
CHRISTOLOGY
Undergraduate
A study of the foundational questions of Christology in the light of the critical, historical study of the Scriptures and theological tradition. (Taught at Catholic Theological Union.)

CTH 349
CHRISTOLOGY AND CULTURES
Undergraduate
A study of how the confession of Jesus Christ interacts with cultural processes. Special attention is given to the New Testament and patristic periods and also to contemporary movements in the world Church today. (Taught at Catholic Theological Union.)
CTH 351
NATURAL LAW AND CHRISTIAN ETHICS
Undergraduate
A study of the relevance of some Western and non-Western Natural Law traditions in view of arriving at a vision of a universal common good that can generate a Christian ethical discourse capable of intercultural and interreligious communication. (Taught at Catholic Theological Union.)

CTH 352
THE ETHICS OF THOMAS AQUINAS
Undergraduate
This course is a study in the moral theology of Aquinas. Particular attention is given to his treatment of happiness, charity, the passions, the virtues and the gifts of the Spirit. (Taught at Catholic Theological Union.)

CTH 354
SPECIAL TOPICS IN CATHOLIC THOUGHT
Undergraduate
Special topics in Catholic Thought; see schedule for current offerings.

CTH 355
THEOLOGICAL IDEAS AND ARTISTIC EXPRESSION
Undergraduate
An advanced study of various theological ideas (creation, martyrdom, death, resurrection, love, eschatology, etc.) as expressed in the arts.

CTH 369
SPECIAL TOPICS IN THE ART, MUSIC AND LITERATURE OF CATHOLICISM
Undergraduate
Special topics in the Art, Music and Literature of Catholicism; see schedule for current offerings.

CTH 370
THE CULTURES OF EARLY CHRISTIANITY (CROSS-LISTED AS HST 323)
Undergraduate
Late Antique and early Medieval intellectual history in social context. Focus on Patristic theology and hagiography in the eastern and western Mediterranean, German oral epic, monastic exegesis and history and the Carolingian Renaissance. Cross-listed with HST 323.

CTH 376
GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE (CROSS-LISTED AS HST 316)
Undergraduate
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography. Cross-listed with HST 316.

CTH 377
INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY (CROSS-LISTED AS HST 317)
Undergraduate
The flowering of culture, humanism and the arts in fourteenth and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy. Cross-listed with HST 317.

CTH 378
THE AGE OF REFORMATIONS (CROSS-LISTED AS HST 318)
Undergraduate
Late medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world. Cross-listed with HST 318.
CTH 384
THE CULTURE OF AMERICAN CATHOLICS (CROSS-LISTED AS REL 384 AND MLS 464)
Undergraduate
A sociological and historical investigation of the culture of American Catholics, with special attention to the literary works of contemporary American Catholic writers including Flannery O'Connor, Mary Gordon and Walker Percy. Cross-listed with REL 384 and MLS 464.

CTH 386
THE CATHOLIC CHURCH IN WORLD POLITICS (CROSS-LISTED AS PSC 345)
Undergraduate
Catholicism as it affects (and is affected by) world politics. Various topics might include war and peace, global economy, immigration, nationalism, etc. Cross-listed with PSC 345.

CTH 388
FOREIGN STUDY IN RELIGION
Undergraduate
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Catholic Studies credit when approved in advance by the Director of the Foreign Study Program and the Director of the Program in Catholic Studies.

CTH 389
SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM
Undergraduate
SPECIAL TOPICS IN THE SOCIAL DIMENSION OF CATHOLICISM

CTH 395
SPECIAL TOPICS IN VINCENTIAN STUDIES
Undergraduate
SPECIAL TOPICS IN VINCENTIAN STUDIES

CTH 396
SENIOR THESIS
Undergraduate
SENIOR THESIS

CTH 397
INTERNSHIP
Undergraduate
INTERNSHIP

CTH 398
SENIOR SEMINAR
Undergraduate
SENIOR SEMINAR

CTH 399
ADVANCED STUDY
Undergraduate
Independent Study
DC 100
INTRODUCTION TO CINEMA: THE ART OF MAKING MOVIES
Undergraduate
This lecture-based course will introduce students to the art of cinema, from the point of view of the filmmaker. Through screenings of contemporary and classic films, students will gain an appreciation of the various crafts involved in the making of movies, such as: acting, directing, producing, screenwriting, cinematography, production design, editing, sound, or visual effects. This course is not intended for students who intend to major or minor in Digital Cinema. PREREQUISITE(S): None

DC 101
SCREENWRITING FOR MAJORS
Undergraduate
This course introduces digital cinema majors to dramatic writing for motion pictures. The topics covered include theme, plot, story structure, character, and dialogue. Emphasis is placed on telling a story in visual terms. Students are expected to develop and write a short screenplay. PREREQUISITE(S): None

DC 105
DIGITAL MEDIA LITERACIES
Undergraduate
This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media. This course has an additional fee.

DC 110
FOUNDATIONS OF CINEMA FOR MAJORS
Undergraduate
This course deals with visualization and cinema literacy skills. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: image construction and manipulation, editing, composition, sound, narrative, and performance. An emphasis will be placed on story and storytelling. In addition to analyzing the works of others, students will also produce their own projects - putting theory into practice. This course has an additional fee. Prerequisite(s): None

DC 111
VIDEO FOR SOCIAL MEDIA
Undergraduate
An introduction to video production for social media. Students learn how to produce videos with consumer-grade equipment (including cell phones). The course covers the basic principles of shooting, editing and uploading to social media sites. The course offers students an opportunity to create media specifically targeted for social websites such as: Facebook, MySpace, Twitter, etc. Students will learn the production process from idea execution to distribution. PREREQUISITE(S): None

DC 113
AUDIO FOR PODCASTS AND OTHER MEDIA
Undergraduate
This course is an introduction to the uses and practical applications of sound for multimedia. Students will study various uses of sound and music on the Internet from creative to professional websites. Using free or inexpensive hardware and software, students will learn to create and edit podcasts and attach audio files to programs and web pages such as Facebook, Itunes, Keynote, PowerPoint and other sites. The course will cover both Mac and PC applications so all students will be able to work on projects from their home computers. The course will also cover current legalities of digital media. PREREQUISITES: NONE

DC 120
VIDEO EDITING
Undergraduate
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. This class presents a variety of topics and experiences that are designed to broaden the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means to an understanding of advanced editing tools and techniques. This course has an additional fee. PREREQUISITE(S): NONE
DC 121
THE ART OF PRODUCTION DESIGN
Undergraduate
This course explores production design and art direction as a narrative art form in cinema and examines the collaborative relationship between director, production designer and cinematographer. Using films, observational readings, screenplays, lectures, research, and discussion, students will study the fundamentals of a production designer's approach towards visualizing and conceptualizing story. Students will also gain a historical perspective of how the role of production design has evolved and how advances in technology have influenced the various crafts.

DC 125
DIGITAL STILL PHOTOGRAPHY FOR NON-MAJORS
Undergraduate
This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students studying photographs in this context will discover relationships between individual photographers choices and their own understanding of meaning. The role these artistic choices play in conveying meaning in still photography. Discussions of the photos' cultural contexts and meanings will deepen their understanding of the role of still photography as a conduit for cultural values. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Also, students will acquire the knowledge needed to analyze and critique existing work. Students will be required to use their own digital still cameras for this course. This course has an additional fee.

DC 200
MEDIA LITERACIES
Undergraduate
This course is designed to help students develop an informed, critical and practical understanding of new communication media, including ways to read, write and produce in a digital environment. We will explore implications of these technologies and their uses in schools, communities, and workplaces. The course also focuses on practices involving current and future technologies that hold promise for the creation and distribution of all media. This course has an additional fee. Prerequisites: None

DC 201
INTRODUCTION TO SCREENWRITING
Undergraduate
This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing for cinema. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis and treatment for a short theatrical screen play: theme, plot, character, mise-en-scene and utilization of cinematic elements. PREREQUISITE(S): None.

DC 202
HISTORY OF MOTION PICTURE EDITING
Undergraduate
This course studies the origins and rise of film editing as an art form, an industry, a set of technological practices ranging from analog film to digital video. The course examines critical historical events that impacted film editing: the emergence of the studio system, the coming of sound, narrative, experimental and documentary film, MTV, and audience shifts. For many, editing is the unique source of the art of filmmaking. This course addresses this question. PREREQUISITE(S): NONE

DC 203
HISTORY OF MOTION PICTURE SOUND
Undergraduate
From William Dickson's 1895 experimental sound film to THX and Dolby 3D sound, this course studies the origins and rise of film sound as an art form, an industry, a set of technological practices. The course examines critical historical events that impacted film sound: early Edison experiments, faster film stock, quieter and more mobile camera systems, The Jazz Singer, MTV, Lucasfilm, video games and beyond. PREREQUISITE(S): NONE.

DC 204
HISTORY OF DOCUMENTARY
Undergraduate
Course explores the variety of styles and concerns that shape documentaries. Content covers the first outdoor films made at the beginning of film history, the lyrical documentaries of Robert Flaherty, and the institutional documentaries inspired by John Grierson. Course also examines the broad range of developments of the post-World War II era, including the television documentary, cinema verite movement, collective and personal documentaries of anti-war and women's movements, role and impact of video in the '80s and '90s, and recent trend to incorporate narrative techniques. PREREQUISITE(S): NONE
DC 205
FOUNDATIONS OF CINEMA
Undergraduate
This course will examine the craft, technology, and aesthetic principles of media production. Drawing heavily on a wide array of historical examples, the course will examine the many expressive strategies potentially usable in the creation of moving image art forms: the importance of story and controlling ideas, storytelling with images, the basics of composition and editing, and an examination of narrative, documentary, and experimental approaches. In addition to analyzing the works of others, students will also produce their own projects thus, putting theory into practice. This course has an additional fee.

DC 206
HISTORY OF CINEMA PRODUCTION
Undergraduate
This course studies the origins and rise of cinema production from the perspective of a filmmaker. The course examines critical historical events that impacted the industry and the craft of filmmaking; the emergence of the studio system, the coming of sound, audience shifts, emergence of other media and the rise of digital technology. PREREQUISITE(S): NONE.

DC 207
HISTORY OF CINEMA I, 1890-1945
Undergraduate
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narratives films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

DC 208
HISTORY OF AMERICAN CINEMA, 1946-1975
Undergraduate
From Film Noir to Hitchcock, an examination of post war Hollywood, film noir, wide screen and epic films, the development of the star system, the director as auteur, and the influence of international film movements and directors. Screenings, lecture, and discussion. PREREQUISITE(S):NONE

DC 209
HISTORY OF CINEMA III, 1975-PRESENT
Undergraduate
This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

DC 210
DIGITAL CINEMA PRODUCTION I
Undergraduate
This course is a beginning workshop in narrative film production. The course provides an introduction to the fundamentals of cinema, including camera and lens technology, composition, lighting, directing and sound recording. Utilizing digital technology, students will produce several films with an emphasis on visual storytelling and personal expression. This course has an additional fee. PREREQUISITE(S): DC 220

DC 214
INTRODUCTORY PRO TOOLS WORKSHOP
Undergraduate
This workshop course offers introductory training on Pro Tools software. Topics include recording, editing, mixing, and processing functions. No experience necessary. PREREQUISITE(S): None
INTRODUCTION TO SOUND DESIGN
Undergraduate
This course is an introduction to sound editing and sound design. The course examines the place of sound in cinema, both artistic and technological. The course will cover the basics of sound, microphones, and analogue-to-digital conversion. Lectures, readings, and film clips will be used to illustrate the language of film sound, as practiced by film directors, sound designers, and editors. Students will learn to edit sound assignments with Pro Tools and current technologies. This course has an additional fee. PREREQUISITE(S): None

EDITING I
Undergraduate
Students analyze and assemble dramatic scenes under a variety of conditions and narrative strategies. Editing theories, techniques and procedures, issues of continuity, effects, movement and sound are examined as they relate to the fundamentals of cinematic montage and visual storytelling. This course has an additional fee. PREREQUISITE(S): NONE.

CLASSIC HOLLYWOOD FILM STRUCTURE
Undergraduate
Critical analysis of successful Hollywood films and their narrative structures. Films of various genres and eras will be examined. Students will learn how to recognize classical three-act structure in finished films and scripts. Students will develop a cinematic language with which to discuss films as well as a toolbox of techniques to use when making films. Key story concepts to be discussed include: protagonist, antagonist, want versus need, elements of the future, poetic justice, planting and payoff, catalyst, climax, and Aristotelian terminology. PREREQUISITE(S): NONE

SCRIPT TO SCREEN
Undergraduate
This analytical course examines the screenplay's evolution to the screen from a writer's perspective. Students will read feature length scripts of varying genres and then perform a critical analysis and comparison of the text to the final produced versions of the films. Storytelling conventions such as structure, character development, theme, and the creation of tension will be used to uncover alterations and how these adjustments ultimately impacted the film's reception.

DIGITAL STILL PHOTOGRAPHY
Undergraduate
This course is an introduction to the history and aesthetics of still photography and to the concept of photography as a descriptive and interpretive artistic medium. Students will learn the fundamental concepts necessary to shoot, edit, manipulate, and print digital still photographs. Students will learn to scan, capture, correct and enhance digital images and prepare files for output on black and white and color printing devices. Introduces students to theories, terminology, and applications of digital imaging technologies. Students will acquire the knowledge needed to analyze and critique existing work. In addition, students will involve themselves in hands-on exercises with digital still photography, manipulation and printing. Demonstrations will facilitate learning software techniques and systems of working. Use of Adobe Photoshop will be extensively covered in this course. This course has an additional fee.

FILM PHILOSOPHY
Undergraduate
This course is a seminar on the philosophical analysis of film art, with an emphasis on the ways in which it creates meaning through techniques that define a formal structure. There is a particular focus on aesthetic problems about appearance and reality, literacy and visual effects, communication and alienation through film technology.
Societies function based on normative ethics utilizing commons sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

This course explores cinema that is created with the primary intention of effecting social, cultural or political change. Forms as varied as propaganda, documentary, narrative feature films, and music video will be discussed. In conjunction with this study, students will make a film or animation with the primary intention of effecting some measure of social change.

This course will provide an overview of avant-garde film, video, animation and installation, and the relationship of these cinematic forms to Modern and Contemporary art. Students will be introduced to the major styles and themes of alternative and experimental moving image work from the past hundred years. Cinema & Art places emphasis on moving image work that is not usually included in a survey of mainstream cinema or film history. A major concern for the class is first-hand exposure to these original sources, and an examination of the relationship of these works to mainstream cinema and other types of popular culture. Topics covered in the class include the avant-garde and kitsch, Surrealism, experimental film, abstract animation, video art, camp, and video installation. In addition to lectures by visiting artists and viewing films, videos, and installation work, students will produce a short creative work in the style of their choice that responds to the work studied during the quarter.

This course explores contemporary cinematic adaptations of literature and how recent re-workings in film open viewers up to critical analysis of the cultural practices surrounding the promotion and reception of these narratives. What issues have an impact upon the borrowing and reinterpretation of narratives of film? How, when, and where can we identify such borrowings and reinterpretations in multiple contemporary iterations of the same narrative? PREREQUISITE(S): NONE

The purpose of this class is to provide a forum for students to examine various religions and how they are portrayed in the movies. Students will have the opportunity to learn about multiple religions, as well as the opportunity to study the different ways each religion is represented in film. Different genres of films will be used to facilitate discussions about various dimensions of and issues in religion. PREREQUISITE(S): None

The purpose of this class is to provide a forum for students to examine various interpretations and portrayals of a "God" figured in contemporary cinema. Students will reflect upon the way that cinematic depictions of "God" have changed, challenged, or helped shape their own personal perception of a "God" figure, or whether film/media has shaped their beliefs on the existence of (or lack of) a "God". PREREQUISITE(S): None
DC 250
THE ART OF SCREEN ACTING
Undergraduate
This course will examine the role of acting, actors, and actor-director collaboration in the development of narrative cinema. The screen demanded a new approach to acting which differed markedly from the theatrical traditions which proceeded it. Seminal practitioners of actor training such as Constantin Stanislavski and his American interpreters Lee Strasberg, Sanford Meisner, and Stella Adler and their students (such as Brando, Pacino, DeNiro, Hoffman, and Duvall) have had an incalculable influence on how screen actors prepare for a role and work with directors. This course will survey the major acting techniques and approaches, examine major films as case studies, and explore contemporary approaches to screen acting and actor-director collaboration in the cinema.

DC 251
ACTING FOR THE CAMERA
Undergraduate
This course is designed for acting and directing students who want to develop skills and gain experience in acting and directing for the camera. Course sessions include lecture, practical exercises and preparation for analyzing and blocking a scene and working on a set. Students will screen select film clips to evaluate performances, explore methods to prepare for an audition, discuss the actor/director relationship and examine the professional requirements or relating to a crew. The final project will include directing or acting a short dialogue scene for analysis and critique. Prerequisites: DC 250 and DC 310 or PRF 313

DC 261
FIRST FILMS
Undergraduate
This course will explore the first feature films of contemporary filmmakers, studying the roots of their respective styles of filmmaking, the obstacles they faced in making their first films and their respective filmmaking styles that have evolved in later films. Prerequisites: none

DC 270
TOPICS IN DIGITAL CINEMA
Undergraduate
Advanced study in cinema focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. Please check the CTI website for description of specific quarter offering.

DC 271
INTRODUCTION TO TELEVISION PRODUCTION
Undergraduate
An introduction to the basic principles, procedures, and techniques of television production. The course heavily utilizes Digital Cinema's TV studio. Students are organized in teams and create various TV broadcasts. Students learn how to operate TV switchers, TV cameras, sound, and graphic equipment. The course covers the fundamentals of producing, scripting, directing, and editing for television. This course has an additional fee.

DC 272
INTRODUCTION TO TELEVISION WRITING
Undergraduate
The primary objective of this course is to learn how to write for television, for both network and cable, focusing on fiction and non-fiction TV programs including news, talk, documentaries, dramas and comedies. The course will assist students in improving their writing skills as well as help them understand the basic approaches and techniques in writing for television. Prerequisites: DC 201

DC 273
FILM/VIDEO AESTHETICS I
Undergraduate
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic systems that constitute film and video: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. We consider how the interaction of these elements produces meaning in film and video. We also examine how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film communications: fiction, documentary, and the avant-garde. PREREQUISITE(S): NONE
DC 274
IMAGE, OPTICS AND CINEMATIC MOTION
Undergraduate
Cinematography is the scientifically grounded discipline of making lighting and camera choices in order to record moving images. This course deals with the basic mathematics, physics, and photochemistry that underlies cinematography and that motivate camera design and construction. A student who masters the foundations of cinematography through a mixture of lectures, readings, exercises, and labs will be able to evaluate and understand how motion based recording choices affect perception of moving images they see every day. This course has an additional fee.

DC 275
CINEMATOGRAPHY
Undergraduate
This course is an intensive exploration of the craft, technologies and aesthetic principles of cinematography and lighting techniques. Lectures and in-class demonstrations will cover film and video formats, film stocks, film and digital cameras, exposure, lenses and optics, lighting units, lighting placement, lighting control, camera support, and camera movement. Class sessions will consist of lectures, demonstrations, hands on with cameras and lighting units, exercises, and screenings of selected film clips which demonstrate specific cinematography and lighting techniques. This course has an additional fee. PREREQUISITES: DC 210, DC 220

DC 280
STORYTELLING WITH MACHINIMA
Undergraduate
The course will focus on two areas: the craft and technology of Machinima filmmaking and the use of Machinima in storytelling. Within the context of learning the craft of Machinima, students will explore character and character development, production design, and the fundamentals of visual storytelling.

DC 298
INTERNSHIP IN MEDIA PRODUCTION/POST-PRODUCTION
Undergraduate
This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact, and referrals while still in school. The class fulfills the Junior Year Experiential Learning credit and must be taken concurrently with an approved internship. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can qualify for the course. Classroom time is required. Admission to the program requires consent of internship course instructor after the verification of the student's internship. Prerequisites: Internship

DC 299
INDEPENDENT STUDY/ MEDIA AND DESIGN INTERNSHIP
Undergraduate
This course is an internship/independent study course for students who have already fulfilled their JYEL credit. This course offers students the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for this course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. PREREQUISITE(S): Internship

DC 301
ADVANCED SCREENWRITING I
Undergraduate
In this course, students study, analyze and produced motion picture scripts. This course emphasizes the use of traditional storytelling, classic mythology and how these devices apply to contemporary screenplays. Students will move from concept/treatment to a completed first act of a feature length screenplay of their own. This script will be completed, revised, and polished in DC 302 and DC 303. PREREQUISITE(S): NONE

DC 302
ADVANCED SCREENWRITING II
Undergraduate
This course focuses on the writing of the second and third acts of feature length screenplays. Students finish and begin revising the first draft of the script started in DC 301. Emphasis is placed on proper character development, effective use of conflict, and adherence to the three act structure. PREREQUISITE(S): DC 301
DC 303
ADVANCED SCREENWRITING III
Undergraduate
This class focuses on practical ways to approach the rewriting process for feature film screenplays. Through group workshops and assignments, students isolate issues with plot, character development, dialogue and pacing in their script and work on addressing them in a full draft rewrite. Student must posses a complete feature length script in order to enroll in the course. PREREQUISITE(S): DC 302

DC 304
TOPICS IN SCREENWRITING
Undergraduate
Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit. PREREQUISITES: DC 101, DC 201 or by consent of the instructor

DC 305
PITCHING SEMINAR
Undergraduate
Students will learn about various forms of pitching, including pitching existing spec scripts, new ideas, and developing takes on existing properties. They will learn tips and techniques for having successful meetings, including how to prepare and how to read the dynamics of a room. They will write, practice, and workshop their own pitches. PREREQUISITE(S): DC 101 or DC 201

DC 306
WRITING THE SITCOM
Undergraduate
This course focuses on the fundamentals of writing the half-hour situational comedy. Creating comedic characters, situations, and developing multiple storylines are covered. Students will create an original sitcom pilot. PREREQUISITE(S): DC 272

DC 307
WRITING THE EPISODIC DRAMA
Undergraduate
This course examines the storytelling techniques necessary to write an hour long television dramatic series with an emphasis on characterization and structure. Students will create an original hour long pilot. PREREQUISITE(S): DC 272

DC 308
WRITING ON ASSIGNMENT
Undergraduate
Modeled after professional writing assignments, this advanced course challenges students to complete a feature length screenplay in ten weeks. Lectures and strict weekly page submission deadlines provide a practical framework on how to write quickly without sacrificing quality. Constructive analysis will be used in discussing produced scripts, weekly assignments and group workshops to reveal the writer's unique voice and perspective. It is imperative students possess a viable concept and outline before enrolling. PREREQUISITE(S): DC 301

DC 309
FEATURE DEVELOPMENT
Undergraduate
This course offers a practical approach to the screenwriter's role in the development of a feature film. Emphasis will be placed on obtaining a greater understanding of narrative conventions, script analysis and the film market. From agents to studio executives, we will examine the varying points of view that comprise the development process. Constructive analysis will be used to break down feature length produced screenplays and student work. The assignments and class discussions are designed to expose the inner working of Hollywood and provide a framework of what it takes to succeed in the entertainment industry. PREREQUISITE(S): DC 101 or DC 201

DC 310
DIGITAL CINEMA PRODUCTION II
Undergraduate
This course expands on topics covered in DC 210 Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow. This course has an additional fee. PREREQUISITES: DC 210, DC 220, DC 275
DC 311
MUSIC VIDEO PRODUCTION
Undergraduate
In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process. This course has an additional fee. PREREQUISITE(S): DC 210, DC 220

DC 312
SCORING FOR FILM AND VIDEO
Undergraduate
Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score for their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied. This course has an additional fee. PREREQUISITE(S): DC 215

DC 313
PRODUCTION SOUND
Undergraduate
This workshop based course offers production recording and mixing techniques. Subjects include microphone selection, basic acoustics, boom techniques, dual system recording practices, and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 215

DC 314
ADVANCED PRO TOOLS WORKSHOP
Undergraduate
This workshop course offers advanced training on Pro Tools software. Topics include advanced recording, editing, mixing, and processing functions. This course is appropriate for undergraduate and graduate students who have taken a sound class but need a refresher on Pro Tools before taking DC 315/415, DC 317/417, DC 318/418, or DC 319/419. PREREQUISITE(S): Some Pro Tools or other digital audio workstation experience necessary.

DC 315
POST-PRODUCTION SOUND DESIGN
Undergraduate
This course expands on topics covered in DC 215. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives. This course has an additional fee. PREREQUISITE(S): DC 215

DC 316
TOPICS IN POST-PRODUCTION SOUND
Undergraduate
Advanced study in post-production sound focusing on a specific area each quarter such as: A.D.R., Foley, Scoring, Sound Effects, Mixing, etc. May be repeated for credit. This course has an additional fee. PREREQUISITES: DC 215 or by consent of the instructor.

DC 317
ADVANCED SOUND MIXING
Undergraduate
This workshop based course offers advanced mixing techniques for Stereo and Surround Sound. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of Surround Sound and contemporary surround techniques will be covered. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 318
ADVANCED DIALOGUE EDITING
Undergraduate
This workshop based course offers dialogue recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, proximity processing, frequency analysis and dialogue mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315
DC 319
ADVANCED SOUND EFFECTS RECORDING AND EDITING
Undergraduate
This workshop based course offers sound effects recording and editing techniques. Subjects include hard effects, backgrounds, room tone, Foley, basic acoustics, sound processing, layering and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

DC 320
EDITING II
Undergraduate
This course expands on topics covered in DC 220. Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. This course has an additional fee. PREREQUISITE(S): DC 220

DC 321
PRODUCTION DESIGN
Undergraduate
Analysis of production design and art direction in motion pictures. Students will work to design and create sets, props and other art department elements for student and professional motion pictures. PREREQUISITE(S): None

DC 322
EDITING STYLES AND TECHNIQUES
Undergraduate
This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences. PREREQUISITE(S): DC 220

DC 323
PRE-PRODUCTION FOR CINEMA
Undergraduate
This course will cover the pre-production phase of short and feature-length filmmaking, including fundraising, breaking down scripts, scheduling, budgeting and pre-visualizing. Professional scheduling, budgeting and pre-visualization software will be utilized. Additionally, the rules of the creative producer, line producer and assistant director will be examined. Prerequisite(s): DC 210

DC 324
LOGIC PRO MIDI SEQUENCING WORKSHOP
Undergraduate
This course offers training on all aspects of MIDI sequencing in Logic Pro software. All aspects of MIDI will be covered including recording, programming, editing, mixing and processing functions. PREREQUISITE(S): None

DC 325
COLOR CORRECTION
Undergraduate
Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software. PREREQUISITE(S): DC 320
DC 326
ADVANCED COLOR CORRECTION
Undergraduate
This class expands on topics covered in DC 325. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class. PREREQUISITE(S): DC 325

DC 333
CINEMATIC SPACE
Undergraduate
This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves. PREREQUISITE(S), DC 210 and DC 275

DC 340
EDITING III
Undergraduate
This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take their projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized. PREREQUISITE(S): DC 320

DC 341
STORYTELLING FOR VIDEO GAMES
Undergraduate
This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea. PREREQUISITE(S): DC 101 or DC 201

DC 344
ADVANCED SCREENWRITING LAB
Undergraduate
This advanced course is designed to take existing writing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide the practical means to move forward through constructive workshop sessions. Stories will be broken down to examine concept viability and the overall execution of the narrative. Instructor and peer critiques will challenge the writer to enhance their voice on the page with the goal of creating work that is unique, engaging, and commercial. PREREQUISITE(S): DC 101 or DC 201

DC 345
EXPERIMENTAL FILMMAKING
Undergraduate
This production-based course explores breaking the boundaries of conventional cinema through experimental formal approaches, techniques and content. Students will create projects in the modes of key figures form the history of experimental and avant-garde film and video, such as Kenneth Anger, Stan Brakhage, Luis Bunuel, Maya Deren, Dana Hodgdon, David Lynch, Bill Viola, or Andy Warhol. Additionally, students will be encouraged to capture, edit and process material through non-traditional means, and to explore unconventional content. Screenings of experimental works may be tailored to the specific interests of students as projects develop. The influences of experimental cinema on conventional media such as Hollywood movies, commercials, and music video will also be analyzed. PREREQUISITE(S): DC 220 and DC 210

DC 349
ACTING FOR FILMMAKERS
Undergraduate
This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None
DC 350
MODES OF DIGITAL DISTRIBUTION
Undergraduate
This course deals with the process of creating video for multiple modes of distribution, i.e.: DVD authoring, compression and streaming. It also covers the various outlets available for content distribution. Students will learn content creation, authoring, capture, encoding and serving with an emphasis on video compression and encoding. Students will also come to have a working understanding of codecs, DVD chapters, Easter eggs, region coding, and be able to create a working web page with embedded streaming content. PREREQUISITE: DC 320

DC 360
3D MOVIE PRODUCTION
Undergraduate
This course provides an introduction to stereoscopy which is the creation of a 3D effect in still images and movies. The course covers the history of stereoscopy, the perceptual theories that make 3D images possible, and the technologies that can be used to create the effect of stereoscopic depth. Designed for both animators and live-action filmmakers, students taking this course will get hands-on experience producing stereoscopic images and movies using a variety of tools. PREREQUISITE(S): ANI 230 or DC 275

DC 370
ADVANCED TOPICS IN CINEMA
Undergraduate
This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): None

DC 371
DOCUMENTARY PRODUCTION
Undergraduate
This course covers all phases of documentary filmmaking including interview techniques, storytelling with interviews and B roll, and documentary cinematography. For the final project each student will produce a completed documentary film. This course has an additional fee. PREREQUISITE(S): DC 210, DC 220

DC 372
TOPICS IN TV PRODUCTION
Undergraduate
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs. This course has an additional fee.

DC 373
ADVANCED DOCUMENTARY PRODUCTION
Undergraduate
This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary and serve as a crew member on at least one other student project. Topics covered will include choice of subject matter, filmmaker’s POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to producing professional documentary projects. PREREQUISITE(S): DC 371/471

DC 375
ADVANCED CINEMATOGRAPHY
Undergraduate
This class explores the emerging HDTV/HDV technologies along with advanced production techniques of camera movement, lighting, rigging, camera filtration and shot composition. Students will be given hands on training in the use of the latest High Definition Video cameras and then create a short script which they will shoot and edit in High Definition. This course has an additional fee. PREREQUISITE(S): DC 275
**DC 376**  
**VISUAL DESIGN**  
**Undergraduate**  
Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design. **PREREQUISITES:** DC 220

**DC 377**  
**ADVANCED LIGHTING AND CAMERA MOTION**  
**Undergraduate**  
This class centers on lighting/camera movement in storytelling and explores advanced lighting/cinematography techniques for both studio and field. Students will operate light meters, determine set and lighting needs, set lights, operate a jib and/or dollies, block scenes, and become familiar with topics including filmspace, continuity, lenses, color, filters, and camera control. Over the course of the quarter, students will work together to produce a number of short stories in both field and studio environments. Besides the aesthetic component of the class, students will also learn set electrical breakdown, lighting control tools, basic grip equipment and procedures to use them safely and effectively. **Prerequisites:** DC275

**DC 379**  
**PRE-PRODUCTION WORKSHOP**  
**Undergraduate**  
This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. **PREREQUISITE(S):** By instructor permission only.

**DC 380**  
**PROJECT BLUELIGHT**  
**Undergraduate**  
Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution. This course has an additional fee.

**DC 381**  
**DISTRIBUTION AND EXHIBITION**  
**Undergraduate**  
This course explores the commercial and economic structure of the contemporary film industry. Topics to be covered include: the development of "Hollywood" as a distribution mechanism; the subsequent emergence of an independent commercial sector; the revenue stream from "box office" and ancillary markets, through distributors and to producers; the history and current state of theatrical exhibition; and emerging modes of content delivery.

**DC 382**  
**POST-PRODUCTION WORKSHOP**  
**Undergraduate**  
This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized. **PREREQUISITE(S):** By instructor permission only.

**DC 385**  
**PRODUCING**  
**Undergraduate**  
This course focuses on the role of the producer from idea origination and script development to financing and physical production and, finally, to distribution and exhibition. Students master the concepts of revenue streams, constructing deals (gross and net point participation), copyright, marketing, and box office analysis. Production management and line producing are also covered. From script breakdown and production preparation to post-production supervision and delivery, the physical production process is defined. **PREREQUISITE(S):** None
DC 387
HOLLYWOOD HISTORY
Undergraduate
Students will gain a deep understanding of the history and foundation of the film industry through behind-the-scenes access to working studios, historical readings and discussions of the material, and the unique opportunity to have access to the Warner Brothers Archives, the largest single studio collection in the world, housing all of the WB materials from 1918 (the release of the studio's first feature film) through 1968 (when the studio was sold to Seven Arts. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 388
FILMMAKERS SEMINAR
Undergraduate
Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

DC 389
THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY
Undergraduate
This course introduces students to vital information about the industry in which they will work. Students will learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of revenue streams, constructing deals (gross points and net point participation), copyright, marketing, and box office analysis. Students will also study the structure of organizations and groups crucial to the entertainment industry: studios, talent, agents, exhibition (markets: theatrical, virtual and ancillary), professional organizations including guilds like ASC, and media licensing firms like ASCAP and BMI. There will be an emphasis on global industry. Prerequisite: DC 205

DC 390
TOPICS IN DIRECTING
Undergraduate
This is a course in directing motion pictures. Topics include casting, rehearsals, the basic relationship between the director, actor, and script, script breakdown, camera placement, and shooting for continuity editing. Each student will produce and direct a scene study and a short narrative film. This course has an additional fee. PREREQUISITE(S): DC 220, DC 310

DC 393
FILM FESTIVALS WORKSHOP
Undergraduate
An introduction to film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, develop festival strategies for student or independent films, and attend film festival screenings, panels, and/or networking events. PREREQUISITE(S): None

DC 395
TOPICS IN PRODUCTION
Undergraduate
This course allows advanced students to work in close conjunction with a faculty member to develop a digital media project. Topics focus on a specific genre or medium each quarter such as: traditional movie production (horror, comedy, action/adventure, documentary, experimental, etc.), animation (narrative, non-narrative, web-based, cinematic, etc.), and advanced digital game design (story, strategy, graphics, etc.). Students work to produce a five to ten minute project. This course has an additional fee. PREREQUISITE(S): DC 310, DC 315 AND DC 320

DC 398
DIGITAL CINEMA CAPSTONE
Undergraduate
This course provides a Digital Cinema-specific capstone experience for the student. Students must have completed at least one of the three Topics in Production courses before they enroll in this course. The capstone course will connect the students' Digital Cinema course work with the University courses s/he has taken through three components: student-generated production packages, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course. PREREQUISITE(S): DC 303 OR DC 310 OR ANI 350
DC 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Consent of dean.

DC 400
WRITING THE TELEVISION SPEC SCRIPT
Graduate
In this class, students will learn the basic teleplay structures for both half-hour and hour-long television shows. Students will choose an existing show and write a spec episode, practicing the skills of matching character voice, structure, and tone. PREREQUISITE(S): DC 101, DC 201, or DC 501

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 401
WRITING THE SHORT MOTION PICTURE
Graduate
The essential elements and conventions for writing the short film including, character, plot structure, sub-plots, surprise, inevitability, and resolution. Students will complete a screenplay for a 30-minute film.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 402
WRITING THE FEATURE I
Graduate
In this course, students study and analyze produced motion picture scripts. This course emphasizes the use of traditional storytelling, classical mythology and how these devices apply to contemporary screenplays. Students will move from concept/treatment to a completed first act of a feature length screenplay of their own. This script will be completed, revised, and polished in DC 403 and DC 404. PREREQUISITE(S): DC 201

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 403
WRITING THE FEATURE II
Graduate
This course focuses on the writing of the second and third acts of feature length screenplays. Students finish and begin revising the first draft of the script started in DC 402. Emphasis is placed on proper character development, effective use of conflict, and adherence to the three act structure. PREREQUISITE(S): DC 402

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 404
WRITING THE FEATURE FILM III
Graduate
This class focuses on practical ways to approach the rewriting process for feature film screenplays. Through group workshops and assignments, students isolate issues with plot, character development, dialogue and pacing in their script and work on addressing them in a full draft rewrite. Student must possess a complete feature length script in order to enroll in the course. PREREQUISITE(S): DC 403

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 405
TOPICS IN SCREENWRITING
Graduate
Advanced study in screenwriting focusing on a specific genre each quarter such as: Science Fiction, Film Noir, Comedy, Action-Adventure, Nonfiction, etc. May be repeated for credit. PREREQUISITE(S): DC 201

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 406
WRITING THE SITCOM
Graduate
In this course, students analyze half hour situational comedy teleplays. The course will feature a specific focus on story-telling styles and techniques of successful sitcom predecessors, various formats of sitcom teleplays, and methods for pushing original projects out into the world. Students will create an original sitcom pilot. PREREQUISITE(S): DC 400

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 407
WRITING THE EPISodic DRAMA
Graduate
In this course, students analyze hour-long dramatic teleplays. This course features a specific focus on story-telling styles and techniques of successful dramatic predecessors, various formats of hour-long drama teleplays, and the definition and significance of "show bibles". Students will create an original hour long pilot. PREREQUISITE(S): DC 400

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 408
WRITING ON ASSIGNMENT
Graduate
Modeled after professional writing assignments, this advanced course challenges students to write a feature length screenplay in ten weeks. Lectures and strict weekly page submission deadlines provide a practical framework on how to write quickly without sacrificing quality. Constructive analysis will be used in discussing produced scripts, weekly assignments and group workshops to reveal the writer's unique voice and perspective. It is imperative students possess a viable concept and outline before enrolling. PREREQUISITE(S): DC 403

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 409
FEATURE FILM DEVELOPMENT
Graduate
This course offers a practical approach to the screenwriter's role in the development of a feature film. Emphasis will be placed on obtaining a greater understanding of narrative conventions, script analysis and the film market. From agents to studio executives, we will examine the varying points of view that comprise the development process. Constructive analysis will be used to break down feature length produced screenplays and student work. The assignments and classroom discussions are designed to expose the inner working of Hollywood and provide a framework of what it takes to succeed in the entertainment industry. PREREQUISITE(S): DC 201

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 410
DIGITAL CINEMA PRODUCTION II
Graduate
This course expands on topics covered in DC 210 Production I. Students will refine their skills in the areas of line-producing, pre-production, cinematography, lighting, sound recording, post production work flow. PREREQUISITES: DC 210, DC 220, DC 275

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 411
MUSIC VIDEO PRODUCTION
Graduate
In this course, we will analyze ways in which artists combine visual imagery with music as with MTV-style music videos. The music business and how it relates/effects music videos. Each student will develop his or her own music video project from script to final edit with a local band of their choice, through their own scheduling process. PREREQUISITE(S): DC 210, DC 220

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
DC 412
**SCORING FOR FILM AND VIDEO**
Graduate

Students are introduced to elements of music and ways in which these elements may be used to create a musical style that enhances the visual statement. Course emphasizes understanding the function of the score and how it relates to texture, color, and drama in music. Students explore their creativity using the tools available, work on projects of increasing complexity, and complete a score of their own film or video as a final project. Listening skills, music vocabulary, and business and legal aspects of the profession are also studied. PREREQUISITE(S): DC 215

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 413
**PRODUCTION SOUND**
Graduate

This workshop based course offers production recording and mixing techniques. Subjects include microphone selection, basic acoustics, boom techniques, dual system recording practices, and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 215

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 415
**POST-PRODUCTION SOUND DESIGN**
Graduate

This course expands on topics covered in DC 215. Emphasis will be on mixing and editing techniques for music and sound effects. Coursework also includes the recording of natural sounds and special effects to reinforce images and the story. The course is intended for advanced students who wish to develop their skills and gain more experience in preparing and mixing sound tracks for traditional as well as interactive narratives. PREREQUISITE(S): DC 215

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 417
**ADVANCED SOUND MIXING**
Graduate

This workshop based course offers advanced mixing techniques for Stereo and Surround Sound. Subjects include mixing philosophies, techniques, advanced digital signal processing, and monitoring. A history of Surround Sound and contemporary surround techniques will be covered. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 418
**ADVANCED DIALOGUE EDITING**
Graduate

This workshop based course offers dialogue recording and editing techniques. Subjects include voice processing, basic acoustics, room tone matching, proximity processing, frequency analysis and dialogue mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 419
**ADVANCED SOUND EFFECTS RECORDING AND EDITING**
Graduate

This workshop based course offers sound effects recording and editing techniques. Subjects include hard effects, backgrounds, room tone, Foley, basic acoustics, sound processing, layering and mixing. Several projects will be completed throughout the quarter. PREREQUISITE(S): DC 315

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
DC 420  
EDITING II  
Graduate  
This course expands on topics covered in DC 220. Emphasis is on developing the student's understanding of the art of cinematic storytelling and montage. Work on more advanced projects is integrated into the class as a means of mastering advanced editing tools and techniques. PREREQUISITE(S): DC 220

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 421  
PRODUCTION DESIGN  
Graduate  
Analysis of production design and art direction in motion pictures.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 422  
EDITING STYLES AND TECHNIQUES  
Graduate  
This course is designed for editors looking for innovative ways to tell stories, by exploring how editing techniques have been pushed by artists working in the margins. Cutting edge editing techniques are a co-opting of historical and experimental styles, repackaged and used in a narrative context. A series of practical exercises and a freeform final project using found footage allow editors to explore the array of editing techniques adopted from experimental work while discovering their personal style as editors and storytellers. Editors will consider how form affects content and will reinvent techniques in ways to surprise modern audiences. PREREQUISITE(S): DC 220

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 423  
PRE-PRODUCTION FOR CINEMA  
Graduate  
This course will cover the pre-production phase of short and feature-length filmmaking, including fundraising, breaking down scripts, scheduling, budgeting and pre-visualizing. Professional scheduling, budgeting and pre-visualization software will be utilized. Additionally, the rules of the creative producer, line producer and assistant director will be examined. Prerequisite(s): DC 210

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 424  
SCRIPT TO SCREEN FILM ANALYSIS  
Graduate  
This analytical course examines the evolution of a story from screenplay to final film. Students will read screenplays of varying genres and perform a critical analysis and comparison to the produced versions of the films. Storytelling conventions such as structure, character development, theme, and the creation of tension will be used to examine alterations and how these adjustments ultimately impacted the film's reception both critically and at the box office.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 425  
COLOR CORRECTION  
Graduate  
Students acquire a working knowledge of the aesthetics and technical aspects of the post-production phase of color correction. Content addresses theory and application of color correction, image control, and manipulation techniques. Principles of color theory and the tools available to filmmakers engaged in the processes of electronic media and image manipulation are explored through lecture, interactive computer exercises, and hands-on experience with professional color correction software. PREREQUISITE(S): DC 420

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 426
ADVANCED COLOR CORRECTION
Graduate
This class expands on topics covered in DC 425. Students will refine their skills in the areas of Primary, Secondary and Color FX room advanced grading techniques used by professional colorists. This class will explore more in detail colorist strategies, grading workflows, aesthetics and technical aspects of color correction for the digital cinema. Students will explore color correcting trends that are popular in feature films and national television commercials. Through a series of three short projects and a final project, students will practice using the techniques they study in class. PREREQUISITE(S): DC 425

DC 430
VISUAL EFFECTS
Graduate
Exploration of the expanding field of visual effects. Students explore contemporary concepts and approaches to production in the current stage of film and video effects work. Digital and traditional methodologies will be covered, with a concentration on digital exercises illustrating modern techniques.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 431
CINEMA MOVEMENTS AND MANIFESTOS
Graduate
A study of film movements or periods that have articulated their own theoretical origins, and then implemented or investigated these theories through cinema praxis. Movements as diverse as Soviet montage, neo-realism, French New Wave, feminist film, Dogme 95 and punk cinema will be explored. In the same mode of these historical movements, students will make a film or animation rooted in one of these theoretical frameworks.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

DC 433
CINEMATIC SPACE
Graduate
This seminar mixes theory and practice to expose students to an in-depth exploration of different techniques and possibilities concerning cinematic space. Beginning with an introduction to the fundamental differences between montage and mise-en-scene, the course will teach students the art and craft of designing, blocking and executing plan sequences, starting with static camera shots and ending in complex 3D camera moves. PREREQUISITE(S), DC 460

DC 440
EDITING III
Graduate
This course provides an advanced workshop for students to edit their own narrative or documentary projects. Students will be expected to bring in their own footage, and will take their projects from logging, through rough cut, to picture lock. Post-production workflow, and basic sound design and color correction for picture editors will also be emphasized. PREREQUISITE(S): DC 320

DC 441
STORYTELLING FOR VIDEO GAMES
Graduate
This course examines the writer's role in the game development process and how storytelling conventions like character, conflict, and plot are utilized to enhance gameplay. Emphasis will be placed on building an understanding of game narratives, interactivity, and working with design teams. Students will develop a design document highlighting characters, locations, dialogue scripting, and overall gameplay for an original video game idea.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
DC 444
ADVANCED SCREENWRITING LAB
Graduate
This advanced course is designed to take existing writing projects (including but not limited to features, pilots, television specs, web series, short scripts) at various stages of development and provide the practical means to move forward through constructive workshop sessions. Stories will be broken down to examine concept viability and the overall execution of the narrative. Instructor and peer critiques will challenge the writer to enhance their voice on the page with the goal of creating work that is unique, engaging, and commercial. PREREQUISITE(S): DC 101 or DC 201

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 449
ACTING FOR FILMMAKERS
Graduate
This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 450
DIRECTING ACTORS FOR THE CAMERA
Graduate
This course will consist of scene studies emphasizing the actor/director relationship, the relationship between the camera and performer, casting, blocking for the camera, and scene analysis. Each week students will shoot and edit short dialogue scenes. The scenes will be analyzed for the quality of the performance and effectiveness of direction. Students will work toward the creation of a final, polished short film. Digital Cinema students are expected to enter the class with a shoot-able five to ten minute script they can use as their final project. Prerequisites: DC 460, DC 461, DC 462

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 451
MODES OF DIGITAL DISTRIBUTION
Graduate
This course deals with the process of creating video for multiple modes of distribution, i.e.: DVD authoring, compression and streaming. It also covers the various outlets available for content distribution. Students will learn content creation, authoring, capture, encoding and serving with an emphasis on video compression and encoding. Students will also come to have a working understanding of codecs, DVD chapters, Easter eggs, region coding, and be able to create a working web page with embedded streaming content. PREREQUISITE(S): DC 320 or DC 420

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 455
WORKING WITH ACTORS
Graduate
This course is an introduction and examination of the collaborative process between the actor and director. The class will examine the fundamentals of the craft of acting, provide students with a basic understanding of acting terminology, script analysis, the creative process, and explore effective ways to communicate with the actor. Methods of study include lecture, discussion, assignments, and in-class acting exercises. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 460
DIGITAL CINEMA PROSEMINAR
Graduate
In this course, students develop basic proficiency in the areas of cinematography, editing, and sound. This course is intended for all incoming graduate students in cinema.
**DC 461**
**PRODUCTION WORKSHOP**
**Graduate**
Students work in teams to produce a completed project every two weeks. Each team will be assigned a specific genre or medium of cinema/media production. Students will be exposed to every aspect of media production from live action shooting to visual effects. Students will also learn how to work well in a team environment and be forced to adhere to deadlines, time constraints and medium limitations.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**DC 462**
**DIRECTING WORKSHOP**
**Graduate**
Emphasis on directing actors, with production skills such as camera, lighting, editing and sound used in service of the performance. Topics covered include objectives, beats, script analysis, casting, rehearsal, and actor/director relationships. Students will cast working actors or actors from the Theatre School, in short films from adapted screenplays, and produce sample reel material for both actors and directors.

PREREQUISITE(S): DC 461

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**DC 470**
**ADVANCED TOPICS IN CINEMA**
**Graduate**
This class will be an in-depth examination of a filmmaker, film genre, or film movement that has had a significant influence on the development of cinematic storytelling and expression. Through lectures, screenings, readings, discussions, and critical writing assignments, students will analyze the distinctive traits of the selected topic within the broader context of cinema history and culture. Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**DC 471**
**DOCUMENTARY PRODUCTION**
**Graduate**
This course covers all phases of documentary filmmaking including interview techniques, storytelling with interviews and B roll, and documentary cinematography. For the final project each student will produce a completed documentary film. PREREQUISITE(S): DC 210, DC 220

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**DC 472**
**TOPICS IN TELEVISION PRODUCTION**
**Graduate**
This course is a hands-on experience in television production of news and public affairs programs. Students learn through theory and practice the role TV Producers and their teams play in creating various TV programs.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**DC 473**
**ADVANCED DOCUMENTARY PRODUCTION**
**Graduate**
This advanced course in documentary production is designed for students who already have experience with making documentaries. In this course, each student will direct and produce a substantial short subject documentary and serve as a crew member on at least one other student project. Topics covered will include choice of subject matter, filmmaker's POV, dramatic structure, proposal writing, and a variety of technical, aesthetic, practical, and ethical concerns related to producing professional documentary projects. PREREQUISITE(S): DC 371/471

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 475
ADVANCED CINEMATOGRAPHY
Graduate
This course explores the emerging HDTV/HDV technologies along with advanced production techniques of camera movement, lighting, rigging, camera filtration and shot composition. Students will be given hands on training in the use of the latest High Definition Video cameras and then create a short script which they will shoot and edit in High Definition. PREREQUISITE(S): DC 275

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 476
VISUAL DESIGN
Graduate
Definition, analysis, and structure of visual components that cinema employs to support and emphasize the story. Theory of visual design will be applied through student still photos, as well as an original, visually-oriented, narrative or documentary short film, animation or game design. PREREQUISITE(S): DC 460 or Permission of Instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 477
ADVANCED LIGHTING AND CAMERA MOTION
Graduate
This class centers on lighting/camera movement in storytelling and explores advanced lighting/cinematography techniques for both studio and field. Students will operate light meters, determine set and lighting needs, set lights, operate a jib and/or dollies, block scenes, and become familiar with topics including filmspace, continuity, lenses, color, filters, and camera control. Over the course of the quarter, students will work together to produce a number of short stories in both field and studio environments. Besides the aesthetic component of the class, students will also learn set electrical breakdown, lighting control tools, basic grip equipment and procedures to use them safely and effectively. Prerequisites: DC275

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 478
SPECIAL EFFECTS AND COMPOSITING
Graduate
Special effects for motion pictures including stop motion, motion control, green screen, and compositing.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 479
PRE-PRODUCTION WORKSHOP
Graduate
This two-credit course will provide valuable pre-production work on targeted productions, such as Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Professional scheduling, budgeting and pre-visualization software may be utilized. PREREQUISITE(S): By instructor permission only.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 480
PROJECT BLUELIGHT
Graduate
Production of a feature-length digital motion picture written by students or faculty within the Digital Cinema program. Students will work as crew under supervision of faculty members heading each of the various production areas. Goal is to produce a completed digital motion picture suitable for festivals or distribution. In addition to production work, graduate students are required will write a 7-10 page paper which analyzes the experience and how it relates to their MS/MFA course of study.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 481
DISTRIBUTION AND EXHIBITION
Graduate
Conventional and emerging modes of motion picture distribution with special emphasis on digital streaming and exhibition.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 482
POST-PRODUCTION WORKSHOP
Graduate
This two-credit course will provide an opportunity for students to apply their post-production skills and work collaboratively on projects happening during the academic year. These projects can be Project Bluelight (faculty or student-led), large-scale class projects, faculty creative projects, or independent and/or professional productions. Students will work under faculty supervision and gain valuable experience collaborating as part of post-production team. Professional post-production applications, equipment, and facilities will be utilized.

PREREQUISITE(S): By instructor permission only.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 485
PRODUCING
Graduate
This course focuses on the role of the contemporary producer from idea origination and script development to financing and physical production and, finally, to distribution and exhibition. Students master the concepts of revenue streams, constructing deals (gross and net point participation), copyright, marketing, and box office analysis. Production management and line producing are also covered. From script breakdown and production preparation to post-production supervision and delivery, the physical production process is defined.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 487
HOLLYWOOD HISTORY
Graduate
Students will gain a deep understanding of the history and foundation of the film industry through behind-the-scenes access to working studios, historical readings and discussions of the material, and the unique opportunity to have access to the Warner Brothers Archives, the largest single studio collection in the world, housing all of the WB materials from 1918 (the release of the studio's first feature film) through 1968 (when the studio was sold to Seven Arts. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 488
FI LMMAKERS SEMINAR
Graduate
Each week, students will be given the rare opportunity to speak directly with some of the industry's biggest players. Hollywood directors, writers, cinematographers, editors, producers, agents, managers, entertainment lawyers, development executives and others will come to class, discuss their journeys, offer advice, and answer questions. The class will culminate with an industry mixer, where these professionals, along with dozens more, will join the students for a relaxed evening of networking. This is an invaluable opportunity for students to begin to form meaningful relationships that can help them as they transition from student to filmmaker. Note: Students must be participating in the DePaul LA program to be eligible to enroll.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

DC 489
THE BIG PICTURE: THE ENTERTAINMENT INDUSTRY
Graduate
This course introduces students to vital information about the industry in which they will work. Students will learn industrial analysis of production, distribution, and exhibition sectors, including mastering concepts of revenue streams, constructing deals (gross points and net point participation), copyright, marketing, and box office analysis. Students will also study the structure of organizations and groups crucial to the entertainment industry: studios, talent, agents, exhibition (markets: theatrical, virtual and ancillary), professional organizations including guilds like ASC, and media licensing firms like ASCAP and BMI. There will be an emphasis on global industry.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
DC 490
DIRECTING
Graduate
This is a course in directing motion pictures. Topics include casting, rehearsals, the basic relationship between the director, actor, and script, script breakdown, camera placement, and shooting for continuity editing. Each student will produce and direct a scene study and a short narrative film. PREREQUISITE(S): DC 220, DC 310

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 493
FILM FESTIVALS WORKSHOP
Graduate
An introduction to film festivals and their role in independent cinema and the Hollywood studio system. The global proliferation of film festivals will be examined from the perspectives of both film studies scholars and film making professionals. Students will research the history of major festivals, develop festival strategies for student or independent films, and attend film festival screenings, panels, and/or networking events. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 495
DIRECTING THE SHORT MOTION PICTURE
Graduate
Blocking for the camera, the action axis, 180-degree principle, moving the camera, directing actors, working with crew, and delegating responsibilities.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 499
INDEPENDENT STUDY/ MEDIA AND DESIGN INTERNSHIP
Graduate
This is an internship/independent study course for graduate students, which offers the opportunity to reflect on an internship while gaining professional experience, industry contact and referrals while still in school. Opportunities in post-production, motion picture production, advertising, television, animation, game design, graphic design, motion graphics and interactive media can all qualify for the course. Students will work independently on class assignments. Assignments will be determined by the instructor and based on the number of credits in which the student is enrolled. Admission to the program requires consent of the internship course instructor after verification of the student's internship. PREREQUISITE(S): Internship

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 501
STORYTELLING FOR THE SCREENWRITER
Graduate
Students begin their screenwriting journey with a strong foundation in the basic building blocks of solid, engaging storytelling. Students will mine their own lives in order to create memorable stories, characters, and settings. Additionally, students will learn basic screenwriting skills such as character development, constructing atmosphere, and the fundamental components of a scene. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 502
STORY STRUCTURES
Graduate
Advanced critical analysis of multiple film structures beginning with a solid understanding of classically structured linear narratives told in three acts and ultimately exploring non-traditional feature film structures including but not limited to: ensemble, multiple protagonist, non-linear and episodic. Films will range from classic Hollywood films to contemporary independent films. Students will learn various theorists’ approaches to terminology (which may include Snyder, Field, Campbell, and Howard) in order to develop a language with which to discuss scripts and finished films, both other people's work as well as in developing their own. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 503
FEATURE FILM DEVELOPMENT
Graduate
This advanced course examines the development process that enables the screenplay's journey from draft to screen. By crafting professional coverage and development notes, the class will deconstruct feature length scripts and student work in an effort to forge them into cinematically viable properties. The assignments and class discussions are designed to expose the inner workings of Hollywood and provide a framework for what it takes to succeed in the entertainment industry. Enrollment is only open to MFA students. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 504
REWRITING YOUR FEATURE OR TV SCRIPT
Graduate
This class will focus on rewriting one completed feature film script, or rewriting one television pilot plus an additional future episode. Students will walk away from this class with a polished writing sample ready to be shown to agents, managers, and producers as they enter the professional screenwriting world. PREREQUISITE(S): DC 402, DC 403, DC 408

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 505
INDUSTRY SEMINAR
Graduate
Students will hear from guest speakers representing the wide spectrum of roles in the business of making movies. Speakers may include agents, managers, entertainment lawyers, producers, writers, directors, and development executives. Students will learn valuable industry skills and will prepare, practice, and perfect their own pitches. PREREQUISITE(S): DC 101, DC 201, or DC 501

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 525
DIGITAL MEDIA PRACTICUM Digital Media Practicum
Graduate
This practicum provides all students with a foundation in digital media practices. Students work with still images, moving images and sound using integrated digital media applications. Students learn how to use different media forms to express creativity and ideas across interactive media settings. The course focuses on the technical, social and cultural competencies required to traverse media in online convergence environments.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 561
THESIS I
Graduate
In this class, students complete a feature length outline and first act of their thesis script. Extensive feedback from in-class workshops and thesis advisors provide a viable framework for the completion of the project, which is completed in Thesis II and III. PREREQUISITE(S): Instructor permission

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 562
THESIS II
Graduate
In this class, students complete the second and third acts of their thesis script. Extensive feedback from in-class workshops and thesis advisors provide a viable framework for the completion of the project, which is completed in Thesis III. PREREQUISITE(S): DC 561

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
DC 563  
**THESIS III**  
*Graduate*

In this class, students complete a polish of their thesis script. Extensive feedback from in-class workshops and thesis advisors provide a viable framework for the completion of the project. **PREREQUISITE(S):** DC 562

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 565  
**THESIS DEVELOPMENT**  
*Graduate*

In this class, students work intensively on a thesis project proposal based on responses from the instructor, their classmates, and from graduate faculty readers. For narrative work, the goal is to generate a well-developed dramatic treatment and then a 1st draft script of the thesis project (20mins) and secure 2 thesis advisers from the DC faculty with producing experience.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 566  
**THESIS PRODUCTION**  
*Graduate*

The production of the finalized thesis project proposal. Students will have 2 thesis advisors from the DC faculty with significant production experience.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 567  
**THESIS POST-PRODUCTION**  
*Graduate*

The post-production of the finalized thesis project proposal. Students will have 2 thesis advisors from the DC faculty with significant post-production experience.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 599  
**INDEPENDENT STUDY**  
*Graduate*

Independent study form required. **PREREQUISITE(S):** Consent of instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 701  
**THESIS CONTINUATION**  
*Graduate*

Non-credit. Students admitted to MFA program who have completed all the required coursework and who are regularly using the facilities of the University for thesis production and/or post-production are required to be registered each quarter of the academic year until the thesis and defense have been completed. **Prerequisite(s):** Completion of DC 565, DC 566, and DC 567

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

DC 378  
**COMPOSITING AND SPECIAL EFFECTS**  
*Undergraduate*

Layering of live action and rendered 3D graphics to produce special effects. Includes such techniques as layered texturing / rendering, depth-based effects, motion tracking, and camera matching. This course has an additional fee. **Prerequisite:** DC 210
DCM 301
EFFECTIVE LEADERSHIP IN A CHANGING PROFESSIONAL ENVIRONMENT
Undergraduate
In this leadership course, students will use the text, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today’s culturally changing environments.

DCM 302
PROJECT MANAGEMENT: DESIGN AND ASSESSMENT
Undergraduate
Project Management is an important discipline that can benefit students in their careers as well as personal life. This course will explore project management methodologies, their common steps and tools. The course translates Project Management theory into a practical and effective methodology, starting with working definitions of Project and Project Management, the course examines project initiation, evaluation and organization using analytic techniques such as discounted cash flow and PERT/CPM. In addition, the course examines project execution and control, along with the documentation and communications skills needed to keep a project on track. The course concludes with an overview of project management applied to computer information systems development.

DCM 303
LEADERSHIP MODELS FOR STRONG ORGANIZATIONS
Undergraduate
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases.

DCM 304
EVALUATING PROFESSIONAL ETHICS
Undergraduate
Evolving Professional Ethics analyzes and weighs ethical issues in the professions in relationship to pressing values of social responsibility and quality of life seen through lenses of moral philosophers and incisive thinkers. It places business ethics and moral philosophy in juxtaposition. In a time of tumultuous choices, the pursuit of self interest is questioned in the light of changing, evolving awareness of values in humanity, community, environment, including race and gender, as they influence business context and holistic awareness of professional ethics.

DCM 305
ENTREPRENEURSHIP BASICS
Undergraduate
Entrepreneurship is a powerful force that stimulates economic growth, promotes employment, and allows for self expression by turning ideas into tangible reality. Entrepreneurial thinking can be developed as can be the skills needed to successfully start and manage new enterprises. But entrepreneurship is not without risk and every person must assess risk in light of their own personality and life situation. This course leads students through a realistic understanding of entrepreneurship as an economic force and a way of life, its impact on involved persons and practices most likely to promote success. Learning is accomplished through a combination of lecture, discussion, reading and homework. Students are encouraged to bring their own personal experiences to class for discussion.

DCM 306
PRODUCTIVE APPLICATIONS OF WORK BASED INFORMATION TECHNOLOGY
Undergraduate
In this course, students will learn about work-based information technology by exploring Windows PC and Mac operating systems. Students will be introduced to common work-based applications software in MS Office 2003: Word, Excel, Power Point, Access and Outlook. Students will learn the basics, intermediate, and advanced level of MS Word, Excel, and Power Point. Students will explore the use and security of Internet applications for both Windows and Mac operating systems. Students will also be introduced to MS office 2007 applications and learn its features.
DCM 307
ANALYZING HUMAN BEHAVIOR
Undergraduate
This course targets the link between the physical environment and social behavior. Every physical space is also a social space; its organization contains a "code" of responsive behavior for people to understand. We focus on these "codes," and examine the ways they provoke conformity and deviance from individuals and groups. Students are expected to enter the social environment and gather publicly-observable data for analysis in the classroom setting. The ethics of social research, and of an observer's interaction with the environment, are key points of inquiry during the quarter. Students in this course work at a "pre-ethnography" level, and are primed by its conclusion to enter and analyze any social group and its physical surround.

DCM 308
INTRODUCTION TO STATISTICS
Undergraduate
This course will teach students the basic concepts of statistics. As a group, we will investigate topics in descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. We will also devote considerable time to discussing how statistics are used and abused. Competences: S2X, FX

DCM 309
APPLIED RESEARCH
Undergraduate
This course allows the student to develop competence in the process of systematic, academic inquiry. The Applied Research course requirements focus on key aspects of inquiry. Students create a research proposal responding to a purpose, problem, and question each chooses to target (but do not actually carry out the data collection or analysis during this particular quarter). Students will explore research methodologies "quantitative and qualitative" and create a research design proposal based on a literature review and carefully constructed question, hypothesis, and methodology.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 310
THINKING CRITICALLY
Undergraduate
This course strengthens students' analytical thinking ability through practice in the skills and strategies of critical thinking and reading, and in the construction and evaluation of logical arguments. In pursuing these goals, we encounter principles of logic, strategies of persuasion, and techniques of propaganda. The course presents a variety of readings, exercises, and projects designed to help students develop learning and skill in the following areas: identifying assumptions, connecting assertions to evidence, stating generalizations, analyzing arguments, and bringing multiple perspectives to bear on complex issues and questions.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 311
CONFLICT MANAGEMENT AND NEGOTIATION
Undergraduate
This course will examine several aspects of communication. We will examine perception, assumption, language and sensitivity in the workplace and beyond, applying strategies drawn from theory to actual work-place situations. Successful collaboration and teamwork are the result of clear interpersonal communication. Done well, collaborative problem solving stimulates new ideas and more sophisticated approaches. To this end, we will consider the issues of empathy and personal style in the workplace and beyond. The question of conflict will be examined from several angles, and defined in several practical ways. We will analyze the differences and similarities between (among others) status-based, ego-based and issue-based conflicts in the workplace and beyond, and apply the theory of principled negotiation to identify and resolve these conflicts.

DCM 313
LEARNING FROM EXPERIENCE AND SELF-ASSESSMENT
Undergraduate
Students will explore the nature of learning from experience and self-assessment. They will develop a reflective learning autobiography and read about theories of adult learning. Students will also be introduced to the DePaul Library, taking the online library tutorial. Time management issues and tools, as well as life stages and learning interests will also be explored.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.
DCM 314
LEARNING AND TRANSFORMATION
Undergraduate
Building on last quarter’s seminar, student will look closely at the notion of transformative learning. Additionally, using learning style inventories, they will reflect on ways to exercise various learning styles in their work, and capitalize on their strengths.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 315
EXPLORING THE FIELD
Undergraduate
Students will work on professional goal setting and action plans by conducting research on their chosen field, exploring trends, ethical issues, controversies, best preparation strategies, and other salient matters. In addition, the concept of “good work” and what that means for one’s own career will be debated and discussed.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 316
WORK IN A GLOBAL ENVIRONMENT
Undergraduate
Globalization of the world’s economy has dramatically changed the interactions of people from different cultures. As a result, the importance of understanding cultural difference has increased significantly. This seminar will introduce students to the challenges and opportunities associated with living, working and learning in a global environment. This will be done through discussion, reading, case studies, films and exercises to increase cultural self awareness as well as cross-cultural sensitivity.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 317
ETHICS IN THE PROFESSIONS
Undergraduate
Students will explore various approaches to determining right, morally acceptable, behavior. Epistemology and several ethical frameworks will be examined. Students will write, discuss, and debate case studies from their workplaces or field.

DCM 318
SOCIAL JUSTICE IN THE PROFESSIONS
Undergraduate
Students will look at the nature of social justice, creating a working definition of the widely used term. Readings will guide examination of issues of social justice in students' fields or disciplines.

DCM 319
CREATIVITY AND INNOVATIVE THINKING
Undergraduate
Connections among such varied disciplines as physics, politics, and poetry will be examined and investigated within students’ own discipline/profession. Using a variety of approaches to integrative and innovative thinking, students will explore interconnectedness, expanding possibilities, creativity, and decision-making.

DCM 320
PROFESSIONAL PORTFOLIO DEVELOPMENT
Undergraduate
In this class, students will study the concept and use of professional portfolios and create criteria by which they will choose work to include in their own portfolios. They will assess and evaluate their professional goals using the portfolio as a tool in that assessment. Networking and sharing of information and experience will be emphasized.
DEPUL UNIVERSITY WINTER/SPRING 2013

DCM 321
CAPSTONE PLANNING
Undergraduate

Students will begin the research for their capstone project, one that is directly related to the major and meant to be the final entry in the professional portfolio. Project ideas and topics will be discussed, refined, and formally proposed. Students will complete a review of the appropriate literature and construct a methodology by which they will carry out the capstone project in the final quarter.

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 322
CAPSTONE PROJECT/PORTFOLIO REVIEW
Undergraduate

Students complete the capstone project in this course and also will review their learning portfolio selections thus far and make strategic choices for their (1) professional and (2) learning portfolios. In addition, this quarter will provide students the opportunity to wrap-up and reflect on their learning overall. (NOTE: This seminar is a 3-credit course.)

A major in Leadership Studies, Applied Behavioral Sciences or Professional Communication is a prerequisite for this class.

DCM 323
THE PSYCHOLOGY OF AGING AND THE AGED
Undergraduate

This course provides an overview of the current theories, themes and issues of adult development and aging. In addition to understanding these theories and issues, students will explore questions such as: Does wisdom come with increasing age? Do people really change over time? What are the keys to positive aging?

DCM 324
EFFECTIVE GROUP AND PERSONAL DYNAMICS
Undergraduate

This course design unifies two levels of human behavior and motivation: group and personal. Processes leading to decision-making and other actions rest in articulate patterns on both corporate and individual dimensions. We seek, in this educational arena, to activate and analyze this set of motives and to apprehend, and perhaps predict, this bi-lateral source of human motivation. In so doing, the group-level patterns leading to appreciable action and those emanating from each individual will more easily be understood, and their root patterns put to beneficial use.

DCM 325
WORK & SOCIETY
Undergraduate

We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us as individuals and as members of various social groups). Other topics will include how work affects our family and social lives, the impact of modern values on how we view our work, and the role of technology in how we do our work and in how we view our work.

DCM 326
LEADERSHIP LESSONS FROM LITERATURE
Undergraduate

This Structured Independent Study provides a critical analysis of ancient literature, writers and thinkers. Examining leaders and leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through reading, reflection, and written exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Sophocles and Aeschylus along with various articles about these famous ancient playwrights will allow students to bring the works of these early thinkers to their current leadership situations. This study will also include a research component.
DCM 328  
PLAN & DELIVER: IMPLEMENTING TRAINING PROGRAMS  
Undergraduate  
In this Structured Independent Study, students will learn about the strategic process of effectively implementing a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization’s success. In other words, training programs must consider what is important to the organization. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. The focus for this study will be to identify organizational problems that can be addressed through training and will discover the importance of a “learning organization” in this process.

DCM 329  
GETTING THE WORD OUT: HOW TO IMPLEMENT TRAINING PROGRAMS  
Undergraduate  
In this Structured Independent Study, students will learn about the strategic process of effectively implementing and communicating a corporate training program based on business drivers. It requires a broad understanding of the business in the context of corporate goals and initiatives that influence an organization’s success. In other words, training programs must consider what is important to the organization and then communicating it powerfully. This process includes defining requirements and success criteria, designing the process, implementing and effectively communicating the program to the learners. Students will be introduced to understanding how to measure the success of the program. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation and communication to ensure success in their future training program implementations. The focus for this study will be to create and design a functional process and communication tools to deliver a training program into a corporate business community environment.

DCM 330  
PROFESSIONAL WRITING  
Undergraduate  
This 10-week course consists of 10 modules and provides an overview of the fundamentals of professional writing. Through engaging in and reflecting upon a variety of professional writing tasks, you will learn the rhetorical theory and practice necessary for effective written communication in professional contexts.

DCM 331  
LEARNING HOW TO LEARN  
Undergraduate  
Learning is something we begin as soon as we are born. We usually think about what we learn more than how we learn, however. In this course, you’ll engage in hands-on activities to help you explore yourself as a learner. Additionally, you’ll be exploring time-management, your motivation as a learner, keeping a learning journal, and strategies for applying your learning to assignments. Research and experience tell us that adult learners tend not to finish their degree programs in higher numbers than traditional-aged students. There are many reasons, among them the complications of adult life with jobs, families, and life changes. This course exists to help adult learners understand themselves better as learners and to map out strategies of support and resources to help them achieve graduation.

DCM 332  
APPLIED STATISTICS  
Undergraduate  
In this class, students will look at how numerical knowledge is created and interpreted, and how these processes give us tools to critical analyze ideas, policies, and scientific conclusions. Some knowledge of mathematics is essential to understanding statistics. Thus, completion of a standard course in quantitative reasoning or college algebra will be of great help in succeeding in this course of study. Competences: S2X, FX

DCM 333  
ADDICTIONS AND RECOVERY  
Undergraduate  
This course seeks to explore and understand alcohol and drug addiction from a biological, psychological, and social approach. Students will learn about the different causes of addiction, understanding addiction as both a disease and a behavioral phenomenon. In addition, the societal effects of addiction will be explored, highlighting in particular the impact on mental health centers, hospitals and prison systems. Students will then study the most common drugs of addiction. Finally, a variety of treatments for drug addiction will be explored, and the class will culminate with students developing a treatment plan for a hypothetical case study.
DES 141
PRINCIPLES OF DESIGN
Undergraduate
Principles of Design (4 quarter hours). First course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 142
PRINCIPLES OF DESIGN
Undergraduate
Second course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 143
PRINCIPLES OF DESIGN
Undergraduate
Third course of a 3-quarter sequence of courses for the appreciation and experience of design as an aesthetic distinct from the other arts, and awareness of design considerations as manifested in theatrical productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 208
SOUND DESIGN I
Undergraduate
First course in a 3 course sequence. This is an introduction class to the artistry of sound design through understanding the physics behind sound and the tools by which you will manipulate it. The students will also learn basic ideas behind how to approach placing sound to a visual theatrical element.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 209
SOUND DESIGN I
Undergraduate
Second course in a 3 course sequence. In this class the students will learn the history of sound design, as well as how music and the recording of sound has changed throughout the years. Students will also learn how to approach a script and apply sound design to it.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 210
SOUND DESIGN I
Undergraduate
Third course in a 3 course sequence. This class goes more into depth with the process of sound design. In this class the students will learn how to approach a specific play, and design it within the process that you will come to learn as The Theatre School's standard production practice.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 240
LIGHTING TECHNOLOGY
Undergraduate
Lighting Technology (2 quarter hours) Technical and mechanical aspects of lighting. A detailed study of standard equipment, lamps, connectors, control systems, hanging positions, procedures and practices for the lighting designer.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 241
SCENE DESIGN I
Undergraduate
First of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 242
SCENE DESIGN I
Undergraduate
Second of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 243
SCENE DESIGN I
Undergraduate
Third of a 3-course sequence. An introduction to the methods of scenic design, with exposure to both historical and contemporary practice. Students become familiar with the mechanical aspects of scenery and stages, and assimilate the principles of design and the technical requirements of a script into a fully developed scene design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 244
COSTUME DESIGN I
Undergraduate
First of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. CO-REQUISITE: THE 382.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 245
COSTUME DESIGN I
Undergraduate
Second of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. CO-REQUISITE: THE 382.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 246
COSTUME DESIGN I
Undergraduate
Third of a 3-course sequence. An introduction to costume. Students will explore the design process, costume silhouette and detail, and scripts and character analysis within the context of historical theatrical costuming. CO-REQUISITE: THE 382.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 247
LIGHTING DESIGN I
Undergraduate
First course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 248
LIGHTING DESIGN I
Undergraduate
Second course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 249
LIGHTING DESIGN I
Undergraduate
Third course in a 3 course sequence. The development and communication of lighting ideas. Script analysis, images, visual research, lighting concepts. The observation of light, and the development of oral, written and visual communication of lighting ideas.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 250
MATERIALS AND PROCESSES
Undergraduate
The objective of this course is to familiarize the student set designer with the architectural and construction conventions that impact scene design. Students study a variety of standard stage environments, as well as the specialized vocabulary and equipment commonly used in theatrical production spaces. Students will also be introduced to the most common scenic construction materials, their strengths, their limitations, and the tools used to manipulate these materials. Whenever possible, a hands-on approach will be used to acquaint the student with the machinery, materials, hardware, and tools regularly used in theatrical production.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 252
SCENOGRAPHIC DRAFTING
Undergraduate
Second course in a 3 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 253
SCENOGRAPHIC DRAFTING
Undergraduate
Third course in a 3 course sequence. With an emphasis on practical work in substantial projects, students learn the organization of the technical documentation of scenery. Scenic drafting conventions are studied and applied to the comprehensive communication of a design.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 271
DESIGN PRODUCTION PRACTICE I
Undergraduate
First course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 272
DESIGN PRODUCTION PRACTICE I
Undergraduate
Second course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 273
DESIGN PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. Design students do practical work on planning, constructing, rigging, painting, crewing, and running of productions. Areas may include scenery, costumes, lighting, or sound.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 284
MODEL BUILDING
Undergraduate
The course focuses on creating professional quality scale models of stage scenery. Students will learn to work with a variety of materials (foamcore, board, paper, wood, and metal, and appropriate glues), will find sources for scale furnishings, and will learn a variety of techniques such as soldering and casting.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 285
MEDIA FOR DESIGNERS
Undergraduate
Students will gain experience with a variety of color media that will be useful in illustrating and rendering their designs for the stage. Media covered will include watercolor, acrylics, oil pastel, colored pencil, and others.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 286
LIFE DRAWING
Undergraduate
By creating drawings from live models, students will learn about body structure and musculature, and will develop their skills in figure drawing, and 'drawing what you see'.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 308
SOUND DESIGN II
Undergraduate
First course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 309
SOUND DESIGN II
Undergraduate
Second course in a 3 course sequence. Students will learn both simple and advanced methods of music composition using MIDI, hardware and software samplers and keyboards. Students will create several pieces of composed music including scores for theatre and film and integrate other learned skills to create sound designs for both published and new plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 310
SOUND DESIGN II
Undergraduate
Third course in a 3 course sequence. This is a more in depth look at sound design and the actual programming and tech process. Students will learn how to quickly adapt and manipulate sound cues as if they are in a technical rehearsal. This class will help aid the student in their collaboration and communication skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 320
ADVANCED MAKEUP
Undergraduate
Advanced Makeup is one quarter course with a pre-requisite of 2 quarters of Beginning Makeup. In this course students will design a character makeup involving both facial prosthetics and ventilated hair. Three types of facial prosthetics are produced: silicone, foamed latex and slush molded latex. Face casting, clay sculpting and mold making are taught as steps to creating the final prosthetic. A ventilated hair piece is produced with attention to techniques of pattern making, hair processing, ventilating and hair dressing. Painting techniques are reviewed as final makeup is put together. Each year the class will choose one "extra" technique to pursue. Past pursuits have been: Kabuki Makeup with Kabuki master Shozo Sato, Tooth casting and stage teeth.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 341
SCENE DESIGN II
Undergraduate
First course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 342
SCENE DESIGN II
Undergraduate
Second course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 343
SCENE DESIGN II
Undergraduate
Third course in a 3 course sequence. Basic techniques are incorporated into a comprehensive approach to scene design with the emphasis on aesthetics. The analysis of scripts in visual terms, visual research methods, style in the theater, and the development of a design concept, are studied through projects in contrasting styles of stage designs.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 344
COSTUME DESIGN II
Undergraduate
First course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 345
COSTUME DESIGN II
Undergraduate
Second course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 346  
COSTUME DESIGN II  
Undergraduate  
Third course in a 3 course sequence. Lectures and projects in costume design for the modern drama, specifically from realism through the 20th century styles. Design projects include script interpretation, rendering techniques, budgets, and fabric selections.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 347  
LIGHTING DESIGN II  
Undergraduate  
First course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 348  
LIGHTING DESIGN II  
Undergraduate  
Second course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 349  
LIGHTING DESIGN II  
Undergraduate  
Third course in a 3 course sequence. The implementation of lighting ideas. Practice in the translation of lighting ideas into actual designs. Light pads, lighting paperwork, Vectorworks, the use of equipment and the exploration of realistic lighting styles.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 361  
THEATRICAL COLLABORATION  
Undergraduate  
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 362  
THEATRICAL COLLABORATION  
Undergraduate  
An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 371  
DESIGN PRODUCTION PRACTICE II  
Undergraduate  
First course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 372
DESIGN PRODUCTION PRACTICE II
Undergraduate
Second course in a 3 course sequence. For all design students. Through demonstration, discussion, lecture, and projects, students explore assignments will be commensurate with ability and experience.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 373
DESIGN PRODUCTION PRACTICE II
Undergraduate
Third course in a 3 course sequence. For all design students. Demonstration, discussion, lecture, and projects. Assignments will be commensurate with ability and experience.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 384
RENDERING FOR DESIGNERS I
Undergraduate
First course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 385
RENDERING FOR DESIGNERS II
Undergraduate
Second course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 386
RENDERING FOR DESIGNERS III
Undergraduate
Third course in a 3 course sequence. The course consists of exercises, studies and renderings using values of gray to achieve the illusion of 3-dimensional form. With a variety of drawing and painting materials, students work from gradually more complex still-life set ups, under controlled lighting, and form a clipping file of research which they compile.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 387
SCENE PAINTING
Undergraduate
First course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 388
SCENE PAINTING
Undergraduate
Second course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 389
SCENE PAINTING
Undergraduate
Third course in a 3 course sequence. Discussion of the formulation and handling of scene paints and dyes, brushes and tools, and techniques. Practical laboratory work in problems of the realistic representation of a variety of textures and materials at scenic scale leads to fully developed illusionistic and pictorial stage scenery.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 399
INDEPENDENT STUDY
Undergraduate
Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 408
SOUND DESIGN III
Graduate
This course incorporates the full design of a show using the students' own compositions. The students will complete an entire play start to finish without using any found music.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 409
SOUND DESIGN III
Undergraduate
This class will help the student prepare their own specific branding for their freelance career so that they will have a complete packaging of their artwork. In addition they will be working on 2 plays simultaneously in order to jump-start into the multi-tasking that is involved in Sound Design.

Status as Graduate Theatre student is a prerequisite for this class.

DES 410
SOUND DESIGN III
Undergraduate
Each week will be an introduction to different careers that are possible within the field of Sound Design. This class will contain guest lectures from the professional designers who specialize in each field. This will help the student narrow their focus to what they wish to achieve after they graduate. In addition, the students will be working on 3 plays simultaneously to continue their multi-tasking ability.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 441
SCENE DESIGN III
Undergraduate
First course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed. PREREQUISITE(S): DES 343.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 442
SCENE DESIGN III
Undergraduate
Second course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 443
SCENE DESIGN III
Undergraduate
Third course in a 3 course sequence. Students complete assignments in the conceptual analysis and fulfillment of projects covering a wide variety of genres, including designs for the classical and modern drama, opera, and the ballet. As a corollary, portfolios of a professional caliber are developed. PREREQUISITE(S): DES 442.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 444
COSTUME DESIGN III
Undergraduate
First course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 445
COSTUME DESIGN III
Undergraduate
Second course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 446
COSTUME DESIGN III
Undergraduate
Third course in a 3 course sequence. Costume design for the diverse styles of the pre-modern drama evolving through lecture and project work. Projects will include script interpretation, developing a professional portfolio, discussions on career planning, and the exploration of costume design within the areas of musical theater, opera, dance, film, television and commercials.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 447
LIGHTING DESIGN III
Undergraduate
First course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 448
LIGHTING DESIGN III
Undergraduate
Second course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 449
LIGHTING DESIGN III
Undergraduate
Third course in a 3 course sequence. Complete lighting design projects in a variety of styles and methods of presentation including unit set, multi-set, musicals, operas. Cuing, scenery and backdrop design will also be covered.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 471
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 472
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 473
DESIGN PRODUCTION PRACTICE III
Undergraduate
For all design students. Assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 484
PHOTOSHOP FOR DESIGNERS
Undergraduate
This class will take students through the process of creating professional renderings of stage scenery, costumes, and lighting, by using Photoshop to manipulate and transform their original sketches. Through this process, the students will master the tools available in Photoshop, and will create portfolio-ready rendering works.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 485
PROJECT DESIGN
Undergraduate
This is a one quarter course that provides students with basic design concepts, techniques and skills in the use of projection design for theatre. The classes combine lecture-discussion and studio work, and are project based to apply learned skills to the projection design process. The course focuses on conceiving motion and still images for projection, communicating those ideas to the design team through story boards, and realizing those ideas through the use of Isadora® video control software. The instructor will work with students individually to focus on techniques that support each student?s specific design discipline. Every effort will be made to bring students into working theaters to see professional theatre productions using projections. No pre-requisite; a working knowledge of Adobe Photoshop® is recommended.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 486
PORTFOLIO PREPARATION
Undergraduate
Students will work on developing a professional portfolio that showcases their design work to best advantage. Students will develop a consistent presentation style and will rework projects as necessary to increase the quality of their portfolio.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

DES 490
DESIGN INTERNSHIP
Undergraduate
The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his/her area of study at The Theatre School.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
DES 641
THEATRICAL COLLABORATION
Graduate

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as Graduate Theatre student is a prerequisite for this class.

DES 642
THEATRICAL COLLABORATION
Graduate

An investigation, through research and discussion, of the conceptual problems of physically mounting specific, assigned scripts from the classic and modern theatre, covering a broad stylistic range. Students will submit proposals for designs and justify their ideas through literary and pictorial research. The directorial and collaborative problems of arriving at a production concept, up to, but not including fully-realized design documentation, is emphasized through a series of projects.

Status as Graduate Theatre student is a prerequisite for this class.

DS 591
DISTRIBUTED ALGORITHMS
Graduate

Design and analysis of algorithms for solving problems arising in distributed computing, such as resource allocation, distributed agreement, and management of shared data. Distributed computation models and their relationships: synchronous vs. asynchronous vs. partially synchronous, shared memory vs. network models. Algorithms for leader election, graph problems, mutual exclusion, and synchronization in reliable and unreliable networks will be covered. PREREQUISITE(S): CSC 491.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

EA 505
APPLIED INQUIRY PROJECT PROPOSAL I
Graduate

Each student will design his/her SNL 628 Applied Inquiry Project, in consultation with the faculty mentor and a project Advisor. Proposal I emphasizes selecting a project topic/focus and conducting a literature review.

EA 506
APPLIED INQUIRY PROJECT PROPOSAL II
Graduate

Each student will design his/her SNL 628 Applied Inquiry Project, in consultation with the faculty mentor and a project Advisor. Proposal II emphasizes the purpose and design of the inquiry project, and audience(s) for dissemination.

EA 515
DEVELOPING PROFESSIONAL IDENTITY
Graduate

Practitioners in the field of formal and informal adult education, start the program with an examination of their professional interests, experiences and work environments. Within the context of the body of knowledge within adult education, learners will explore questions about competencies, expectations, beliefs, and assumptions that will guide them to analyze the various historical, cultural, philosophical, theoretical, and social contexts.

EA 516
DESIGNING EDUCATIONAL OFFERINGS
Graduate

This course builds competencies in designing educational offerings. It emphasizes pre-design assessment models and practices to prepare practitioners for designing a variety of education events and processes with the learner's needs in mind.
EA 517
FACILITATING ADULTS LEARNING
Graduate
The intersection of design, learning outcomes, and assessment processes passes through the medium of facilitation in educational settings. This course expands the practitioners' repertoire of effective delivery of facilitation/instruction strategies and techniques, and integrating the use of technology in instruction (including Internet-based teaching).

EA 518
ENHANCING PRACTICE WITH THEORY
Graduate
This course aims to ground practitioners' experiences and praxis within relevant adult learning theories and developmental theories. Students will connect researching to the creation and/or application of best practices in their respective niche of adult education.

EA 525
PRACTICE-BASED INQUIRY
Graduate
This course lays the groundwork for the applied inquiry project (SNL 627). Students will learn to connect their professional and personal interests to one or more forms of research: traditional, innovative, theoretical, applied, and/or evaluative.

EA 526
ASSESSING LEARNING AND EVALUATING PROGRAMS
Graduate
This course presents approaches for selecting and applying assessment and evaluation models and strategies. It focuses on assessing individuals' learning in the context of evaluating programs and actions intended to meet learners' needs. Participants will gain skills in evaluation instrument design, selection of assessment methods and instruments, assessment of short-term effects, and report writing.

EA 527
FINDING AND MANAGING INFORMATION
Graduate
This MAEA foundational course provides participants with skills in collecting, analyzing and synthesizing literature and resources in their respective area(s) of practice. Among these skills are: searching and accessing various sources; discerning credibility of sources; storing and retrieving information for oneself; constructing thematic literature reviews; and, citing sources using APA style.

EA 528
APPLIED INQUIRY PROJECT
Graduate
Students will be able to inquire into particular areas of their professional interest within the field of adult learning/adult education. This course is individualized and supported by mentors.

EA 536
REFLECTIVE PRACTICE SEMINAR II
Graduate
After the third quarter, students come together for group reflection and analysis and review of their progress in the program. This seminar assists students in focusing their capstone inquiry project.

EA 537
REFLECTIVE PRACTICE SEMINAR III
Graduate
After the fifth quarter, this seminar offers an opportunity for program review and collaborative review of capstone project process.

EA 538
REFLECTIVE PRACTICE SEMINAR IV
Graduate
At the end of the program, students join in a summit to review their program, engage in discussion on their next steps, and review their credo of adult education. It is also a preliminary graduation review to ensure that any "loose ends" are recognized and appropriate action is clarified for students.
EA 535
REFLECTIVE PRACTICE SEMINAR I
Graduate
This is a faculty-guided session, which includes the admission process. Students design their course of study, identify course and independent study options, sketch out a potential research agenda, and develop a rudimentary credo and statement of purpose.

Status as an MAEA student or departmental permission is a prerequisite for this class.

ECE 91
CLINICAL EXPERIENCES WITH INFANTS AND TODDLERS
Undergraduate
(1 credit) Candidates will observe and interact with infants and toddlers (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes in infants and toddlers. Appropriate early childhood assessment and intervention methodologies will be emphasized. COREQUISITE: ECE 290.

ECE 92
CLINICAL EXPERIENCES WITH YOUNG CHILDREN AND FAMILIES
Undergraduate
(1 credit) Candidates will observe and interact with young children and their families in family training programs, family conferences and home visits will be included in the options.(25 clock hours). COREQUISITE: ECE 302.

ECE 93
CLINICAL EXPERIENCES WITH PRESCHOOLERS
Undergraduate
(1 credit) Candidates will observe and interact with preschool age children (25 clock hours) and attend a weekly seminar in which they will be required to reflect on their experiences in relation to the development and learning processes in preschool age children. Appropriate early childhood assessment and instructional methodologies will be emphasized. COREQUISITE: ECE 310.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 94
CLINICAL EXPERIENCES IN PRIMARY GRADES
Undergraduate
(1 credit) Candidates will observe and interact with primary age children (25 clock hours) and attend a weekly seminar in which they are required to reflect on their experiences in relation to the development and learning processes in the primary years. Appropriate assessment and instructional methodologies for children in the primary grades will be emphasized. COREQUISITE: ECE 311.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 286
ART, MUSIC, AND MOVEMENT FOR THE YOUNG CHILD
Undergraduate
This course will focus on the theory, research, methods, and activities of art, music, and movement for young children birth through age 8. Emphasis will be on the integration of developmental domains, creative and critical thinking as developmental domains are integrated.

ECE 290
CHILD GROWTH AND DEVELOPMENT
Undergraduate
This course examines human growth and development of the child from pregnancy through age eight, including cognitive, physical, social, spiritual, creative, and emotional development. Theories of the young child including those of Piaget, Erikson, Vygotsky, Gardner, Montessori and others are explored. COREQUISITE: ECE 091.
ECE 298
CHILD HEALTH SAFETY AND NUTRITION
Undergraduate
This course focuses on the interrelationships among child, family and the areas of health, safety and nutrition. Special emphasis will be placed upon the issues of health, safety and nutrition that affect young children from the ages of birth through age 8. Understanding cultural issues and special needs of individual children are addressed, as are aspects of health and safety. Central to this course is the acquisition of knowledge and application of practices that promote good nutrition, dental health, and the physical, social and emotional well being of young children. The course includes information on common diseases and health problems.

ECE 302
CHILD AND FAMILY IN THE URBAN ENVIRONMENT
Undergraduate
This course will focus on understanding the diversity of children and families in approaches to development, learning, and disability. It will examine how teachers may provide a curriculum and environments within the context of family and community that honor the families' and communities' beliefs, values, and practices. In addition, ways to develop and maintain productive and collaborative relationships between professionals and families, communities and other professionals across the range of systems are examined.

ECE 092 is a prerequisite for this class.

ECE 303
HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION
Undergraduate
Historical, sociological, philosophical and psychological foundations of early childhood education are explored. Review of key theories and research informs the development of early childhood education goals and practices including administration, ethics and program models. Personal reflections are applied to the field and course readings.

ECE 306
UNDERSTANDING YOUNG CHILDREN'S BEHAVIOR
Undergraduate
This course focuses on understanding children's observable behaviors and environmental and biological factors that affect young children's behaviors (ages birth through 8). The course will provide candidates with techniques to identify and effectively address negative behaviors in young children by using principles of Applied Behavior Analysis and Functional Behavior Assessment. General classroom management techniques will also be examined. Completing 15 hours of field experience in an early childhood special education setting is part of the requirements for this course.

Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 307
SPEECH AND LANGUAGE DEVELOPMENT OF THE YOUNG CHILD
Undergraduate
This course examines the development of speech and language in young children. The course will explore assessing children's language development as well as providing techniques for supporting and enhancing language growth. Attention will be given to dialectal issues as these apply to growth and development of linguistic competencies through the early childhood years.

ECE 290 and Advanced Teacher Candidate Standing are a prerequisite for this class.

ECE 309
YOUNG EXCEPTIONAL CHILD
Undergraduate
This course introduces candidates to the field of early childhood special education including the Early Intervention System. Characteristics of infants, toddlers and young children with special needs are examined. Methods of working with different disabilities during the early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized in this course. Completing 15 hours of field experience in an early childhood special education setting is a part of the requirements for this course.

ECE 290 is a prerequisite for this class.
ECE 310
PREPARY PROGRAMS: CURRICULUM AND STRATEGY
Undergraduate
Candidates will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, cognitive, and creative
development of preschool children from diverse cultural and socioeconomic backgrounds. Emphasis will be placed on creating learning
environments that facilitate children?s learning through play. Developmentally appropriate practices, with a particular emphasis on social
studies; use of technology; and learning centers will be thoroughly investigated. COREQUISITE: ECE 093.
ECE 290 and Advanced Teacher Candidate Standing are a prerequisite for this class.

ECE 311
CURRICULUM AND INSTRUCTION IN PRIMARY GRADES
Undergraduate
This course provides an examination of the objectives, content methods and materials used in the primary grades of elementary schools. A
variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher-led and student-
centered instruction. Candidates will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they
take part in laboratory and clinical experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be
offered. Each student will develop at least one teaching unit on a primary social studies theme. COREQUISITE: ECE 094.
Advanced Teacher Candidate Standing is a prerequisite for this class.

ECE 312
BILINGUAL THEORY IN EARLY CHILDHOOD DEVELOPMENT
Undergraduate
This course is designed to equip bilingual and second language teachers with the knowledge and philosophy to work effectively in the
education of early childhood language minority students in the context of bilingual/ESL programs. The course will explore the historical,
political and legal foundations of bilingual education programs in the United States. It will examine different models of bilingual programs and
the psycholinguistic and sociolinguistic principles upon which they are based.

ECE 313
CROSS CULTURAL STUDIES IN EARLY CHILDHOOD EDUCATION
Undergraduate
The course will discuss the historical, philosophical and cultural foundations of education of young children in a multicultural society,
emphasizing the role of ethnicity and cultural variables in development of young children within the context of families, childcare centers, and
educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of
English Language Learners and their families; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language
education; understanding cultural and linguistic differences regarding locating and using educational resources.

ECE 314
METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS IN EARLY CHILDHOOD EDUCATION
Undergraduate
This course will discuss best practices in teaching and learning in English Language Learning and bilingual early childhood classroom contexts,
from birth through age 8. Candidates will demonstrate competencies with different approaches and methodologies currently used to support
the development of listening, speaking, reading and writing in social and academic contexts in learners' first and second language. Curriculum
based assessment; cultural awareness and self-reflective practice will also be addressed.

ECE 325
SECOND LANGUAGE ACQUISITION AND EARLY LITERACY DEVELOPMENT
Undergraduate
This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-
disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie
language(s) learning and use will be introduced and applied to the understanding of this learning in young children. Language acquisition
theory concerning relationships between early literacy and oral language development in first and subsequent languages will be explored.
Understanding developed through this exploration will then be applied to the classroom in the form of strategies and literacy development
activities.
ECE 326
PRINCIPLES AND STRATEGIES FOR FAMILY ADVOCACY AND ACTION IN EARLY CHILDHOOD
Undergraduate
This course develops knowledge and skills to assist families of young children who face the stress of living in poverty. The focus will be on developing empathetic relationships with families so that family service and education can be optimized. Candidates will be assisted in learning to identify community resources and ways to support families in accessing resources. A focal point will be on ways to empower families, recognizing family strengths and respect for cultural variables, as they apply.

ECE 302 is a prerequisite for this class.

ECE 327
IMPACT OF PUBLIC POLICY ON FAMILIES OF YOUNG CHILDREN
Undergraduate
This course is grounded in social justice practice and designed to promote an understanding of the ethical principles, legal issues, policies, and law influencing the well being of families, including those families of young children with disabilities and those who are English Language Learners. A particular focus will be on how federal childcare and education policy affects and shapes early childhood practice and service delivery to families. This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored.

ECE 328
WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES AND CHRONIC ILLNESS
Undergraduate
This course will strengthen the knowledge and skills of early childhood educators and other professionals working with young children in cultural competency (at the individual and institutional level), family-centered care, family-professional partnerships, family-directed practices, and family empowerment. Candidates will develop best practices to assure the health and well being of children and their families and to honor the strengths, cultures, traditions and expertise that everyone brings to this relationship.

ECE 329
YOUNG CHILDREN’S LITERATURE AND FAMILY LITERACY
Undergraduate
This class explores the joys of reading and provide strategies for candidates to awaken and encourage the joy of reading in the children and families with whom they work. It focuses on how early childhood educators are uniquely positioned to foster literacy in children and their families through thoughtful, theoretically based programming and activities.

ECE 331
BEGINNING MATH AND SCIENCE INSTRUCTION
Undergraduate
This course explores activities, materials, methods, and theoretical principles for teaching mathematics and science in the preschool and primary grades. Twenty hours of clinical practice are required for this course.

ECE 290 and Advanced Teacher Candidate Standing are a prerequisite for this class for registration.

ECE 375
EARLY CHILDHOOD ASSESSMENT
Undergraduate
Students will study, use and evaluate early childhood assessment methods and tools that are appropriate for use with young children with diverse cultural and socioeconomic experiences. Ways of involving families in early childhood assessment will be stressed. How to observe and assess children individually, in groups and in their family systems and networking with community services will be explored.

ECE 290 and Advanced Teacher Candidate Standing are a prerequisite for this class.

ECE 377
ASSESSMENT OF YOUNG BILINGUAL/ ESL STUDENTS
Undergraduate
This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual early childhood and early elementary educational settings. Candidates will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment in academic areas for early elementary ELLs. Research on language and literacy acquisition in multilingual learners vis a vis instruction and assessment will be discussed. Candidates will have opportunities to critically examine and learn how to administer assessment tools used in current practice.
ECE 381
INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Undergraduate
Candidates conduct 75 hours of intense supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 310: Preprimary Programs: Curriculum and Strategy (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

ECE 382
INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Undergraduate
Candidates conduct 75 hours of intense supervised field work in a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 311: Curriculum and Instruction in Primary Grades (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

ECE 383
LINGUISTIC PRACTICUM IN EARLY CHILDHOOD EDUCATION (150 CLOCK HOURS)
Undergraduate
This course will focus on application of the theories of effective teaching practices and assessment procedures appropriate for young English Language learners. It will emphasize an application of knowledge gained from previous ESL/ELL courses and demonstration of skills necessary to work collaboratively and effectively with families of young English Language Learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced.

ECE 384
EARLY CHILDHOOD EDUCATION CAPSTONE
Undergraduate
The senior capstone course is designed to help Candidates integrate the central emphases of their liberal learning studies curriculum with their professional behavior. It will provide prospective early childhood educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. Candidates will develop a professional portfolio that reflects the standards of the various guiding professional organizations. The course is grounded in the School of Education’s framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. This course is taken before student teaching.

ECE 385
EARLY CHILDHOOD STUDENT TEACHING
Undergraduate
(12 credits) This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. Application and approval are required. Open only to DePaul students.

ECE 399
INDEPENDENT STUDY IN EARLY CHILDHOOD EDUCATION
Undergraduate
(1-4 Credits) PREREQUISITE(S): Permission from instructor, program chair and associate dean.
The focus of the seminar is to introduce the doctoral students to major research questions and issues in child development. The doctoral students will lead discussions on the most current and seminal research in the field of child development. In addition, the students will participate in analyses of existing US Policies in regards to child development. The seminar will have the following objectives: 1) Examination, analysis, and evaluation of the seminal and contemporary research and research methodologies in child development. 2) Examination and analysis of major theories of child development through a study of the original literature. 3) Examination and analysis of contemporary issues regarding maternal health and early development. 4) Examination, analysis, and evaluation of US policy approaches to maternal health and early child development and education.

Status as a EDD student with a declared concentration is a prerequisite for this class.

This seminar will examine the concept of risk and its influence on child development within various frameworks such as environment, genetics and neurobiology, psychopathology, family, public policy and education. An issue of interest will be development of children who are at-risk due to environment factors. The U.S. policies in addressing this population will be examined. The seminar will have the following objectives: 1) In-depth analysis of the Concepts of risk and resilience through examination of the original research literature. 2) Examination and analysis of various Risk factors (e.g.: genetics, biology, poverty, family, socio political influences)- attention will be given to neurobiological risk factors, including disabilities. 3) Examination and analysis of factors of resilience (including implications for intervention and early childhood education). 4) Examination and analysis of U.S. Policies in relationship to promotion of resilience via early childhood intervention and education programs.

Status as a EDD student with a declared concentration is a prerequisite for this class.

This seminar will examine issues related to curriculum in early childhood education and intervention, including assessment and other related contemporary issues. An in-depth analysis of various theoretical approaches to early childhood education will be conducted. Field observations of model programs in the city will be a part of this seminar. The seminar will have the following objectives: 1) Examination of theoretical approaches to child and family intervention. 2) Examination and analysis of contemporary curricular and assessment issues in early childhood education. 3) Observation and analysis of model early childhood programs. 4) Exploration of other contemporary Early Childhood Education issues.

Status as a EDD student with a declared concentration is a prerequisite for this class.

Doctoral students will examine the design and goals of various early childhood nationally funded early childhood programs. These programs will be examined from their philosophical and policy perspectives. Doctoral students will devote the major part of this seminar to conducting a research evaluation of one selected national early childhood program as a class team project. The research may require utilizing field research methodologies of one or more centers belonging to the selected program. When feasible the students will present their research findings in a local or national conference. The seminar will have the following objectives: 1) Understanding program design. 2) Developing program evaluation to match questions and address stakeholder needs. 3) Acquiring a hands-on experience conducting a program evaluation on a selected early childhood program. 4) Written and oral dissemination of study.

Status as a EDD student with a declared concentration is a prerequisite for this class.

This seminar will focus on examining the influences of culture and language in development and education of children. Current cross-cultural, cross-lingual educational research will be examined in detail.

Status as a EDD student with a declared concentration is a prerequisite for this class.
ECE 759
TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION
Graduate
This teaching internship, which spans across two quarters, is designed to respond to the growing need for training high quality teaching professionals in the field. The doctoral students acquire a hands-on experience in the field of college level teaching in early childhood education. The doctoral candidates will take on teaching two college level early childhood education courses for the duration of two quarters under the supervision of an early childhood program faculty. The courses to be taught are recommended by the supervising faculty. The major objectives of this internship are: 1) Demonstrating mastery of content. 2) Demonstrating abilities and skills in teaching university level students and pre-service early childhood professionals from diverse backgrounds.

Status as an EDD student with a declared concentration is a prerequisite for this class.

ECE 769
RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION
Graduate
This research internship, which spans across two quarters, is designed to provide a hands-on experience for doctoral students in the field of research in early childhood education. With the approval of the ECE program faculty, the candidates will work either with a faculty from the College of Education, from another college at the DePaul University, or from a research associate or scientist at DePaul or in another institution to work and assist on a research project in one of the following areas: child development, early childhood education, child and family studies, psychological or another closely related field. The research internship will take place for the duration of two quarters (Fall through winter quarter, or spring through summer quarter). The student's progress will be followed up by an early childhood advising faculty. The internship has the following objectives: 1) Understanding the DePaul's IRB protocol and application process to acquire a certification for conducting research. 2) Acquiring a first-hand experience while assisting a research faculty in conducting various phases of research. 3) Collecting, analyzing, and interpreting data under supervision. 4) Understanding various methodologies employed in the field of early childhood education.

Status as an EDD student with a declared concentration is a prerequisite for this class.

ECE 332
EARLY LITERACY AND ASSESSMENT FOR YOUNG CHILDREN WITH DISABILITIES
Undergraduate
This course focuses on the nature of the reading process, current literacy theory and practices, and research-based instructional strategies to develop literacy skills in emergent and developing readers and young children with reading/learning disabilities. Emphasis is placed on understanding the reading process, analyzing and applying research-based instructional practices, administering, analyzing, and interpreting formal and informal reading assessments, and making informed instructional decisions to meet the unique needs of individual readers. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction for young children with disabilities.

ECE 333
EARLY CHILDHOOD EDUCATION FOR LOW INCIDENCE DISABILITIES
Undergraduate
This course focuses on an examination of the developmental and learning characteristics of young children with low incidence disabilities. A specific focus is on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. A primary goal of this course is to understand the learning needs of these children, and to examine and evaluate various educational and therapeutic methods of working with them. A major part of this course is devoted specifically to the characteristics associated with and interventions for children with Autism Spectrum Disorders.

ECE 334
SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR YOUNG CHILDREN
Undergraduate
Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula; implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child are self-awareness; self-management, self-control, self-reliance, and self-esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. It is recommended for students to take ECE 290 and ECE 309 and 25 clock hours for Level II Experience prior to taking this class.
ECE 380
EARLY CHILDHOOD SPECIAL EDUCATION PRACTICUM
Undergraduate
Supervised teaching in a cooperating school serving young children with disabilities for one hundred fifty clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities; collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Application and approval required prior to registration. Open only to DePaul students.

ECO 101
INTRODUCTION TO ECONOMIC ISSUES
Undergraduate
This course will introduce students to basic concepts from both micro- and macroeconomics. The goal is for students to gain an appreciation of how economics can be used to understand the world. Students will enhance their analytical skills by using basic economic concepts to examine current domestic and international issues. Students will improve their oral communication skills during class discussions and debates. This course is intended for non-Commerce students and cannot be counted toward a major or minor in economics.

LSP121 or MAT 130 is a prerequisite for this class.

ECO 105
PRINCIPLES OF MICROECONOMICS
Undergraduate
Principles of Microeconomics. Basic theories of micro (or individual) economic units; the theory of consumer demand, the firm, and distribution; pricing and production in competitive, monopolistic and oligopolistic industries.

MAT 130 or equivalent is a prerequisite for this class.

ECO 106
PRINCIPLES OF MACROECONOMICS
Undergraduate
Principles of Macroeconomics. Fundamental theories of macro (or aggregate) economics: supply and demand, national income accounting and analysis, and international trade. Analysis of unemployment, and inflation, and policies designed to combat these and other current problems.

MAT 130 or equivalent is a prerequisite for this class.

ECO 305
INTERMEDIATE MICROECONOMICS
Undergraduate
Continuation of topics treated in Economics 105, especially consumption and production theory. Marginal analysis and indifference curves are major tools used in discussion of demand for products, pricing output, wages, and distribution of output.

ECO 105 and MAT 135 or equivalent are a prerequisite for this class.

ECO 306
INTERMEDIATE MACROECONOMICS
Undergraduate
The purpose of this course is to develop macroeconomic models that assist in understanding the myriad economic problems facing us today, both domestic and foreign, and in evaluating proposed solutions. These static and dynamic models are used to understand interactions in the macroeconomy, and will serve as a tool in predicting the level of GDP, inflation, unemployment and interest rates. Models included are: traditional short-run Keynesian analysis; the New Classical market-clearing approach; and the recent work in Neo-Keynesian thought.

ECO 105, ECO 106 and MAT 135 or equivalent are a prerequisite for this class.

ECO 307
MANAGERIAL ECONOMICS
Undergraduate
The application of economic theory to the problems of the firm. Examples of topics are demand analysis, sales forecasting, criteria for investment, production, and cost analysis. Not to be taken by Economics majors.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 310
URBAN ECONOMICS
Undergraduate
This course discusses the economic rationale for the existence of cities and urban areas. Location decision-making by both firms and households is analyzed with attention given to the resulting land values, land rents, population density gradients, and urban land use patterns. We study models of the supply and demand for housing, the measurement and determination of house value, and the corresponding problems of segregation, housing abandonment, property taxation, and public housing. Other urban problems such as poverty, crime, and transportation are also discussed.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 311
BUSINESS AND ECONOMIC FORECASTING
Undergraduate
Students will learn forecasting tools for microeconomic variables such as sales and profits and macroeconomic variables such as interest rates and GDP growth rates.

ECO 375 is a prerequisite for this class.

ECO 312
THE CHICAGO ECONOMY
Undergraduate
The first part of this course will focus on changes in the Chicago metropolitan economy over time. Topics to be covered will include the development of the Chicago economy in the 19th Century, modern economic development, land use, and suburbanization. The second part of the course will focus on selected policy issues including poverty, housing, pollution, crime, education, transportation, and taxes.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 313
ECONOMICS OF REGULATION & ANTI TRUST LAWS
Undergraduate
Social Control of Business. Relationships between government, business and society. Both the institutional and theoretical aspects of governmental intervention in economic life examined.

ECO 305 is a prerequisite for this course.

ECO 314
ECONOMICS OF THE PUBLIC SECTOR
Undergraduate
This course discusses market failures and the economic role of government. Topics covered will include: government interventions that correct market failures, the efficiency of government policies, collective decision-making and voting, as well as the theory of optimal taxation and the incentive effects of taxes. Specific government programs such as Social Security and welfare programs are also analyzed. The emphasis is on the revenues, expenditures and policies of the federal government.

ECO 305 is a prerequisite for this course.

ECO 315
INTRODUCTION TO MONEY AND BANKING
Undergraduate
Introduction to Money and Banking. The structure of the American banking system; role of the Federal Reserve System; private financial markets and institutions; the effectiveness of monetary policy, and international finance.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 316
EUROPEAN ECONOMIC HISTORY
Undergraduate
European Economic History. Major factors and institutions which have influenced the economic development of European nations. Impact of these nations on U.S. development is also discussed.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 317
AMERICAN ECONOMIC HISTORY
Undergraduate
This course addresses the major factors and institutions which have influenced the economic development of the United States, including differences in regional development, slavery, transportation improvements, western expansion, the rise of large scale business, and government policy responses.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 318
LABOR ECONOMICS AND ORGANIZATION
Undergraduate
Historical and theoretical analysis of labor groups and labor market problems (including wage determination, unemployment and discrimination), with particular reference to the dynamic economy of the United States.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 319
ECONOMICS AND GENDER
Undergraduate
This course covers economic trends concerning women in the economy and examines economic analyses of gender issues, with special emphasis on gender issues in the workplace. The increase in the number of women in the workplace has been a major change in labor markets, affecting workers, employers and families. Different economic perspectives are examined to give students an understanding of the range of contributions by economists to this field. The course also examines feminist economics which raises concerns about economic analysis in general and as it is applied to this field.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 320
ECONOMICS OF RELIGION
Undergraduate
This course examines selected economic and sociological aspects of religion in society. Some of the topics that are covered include marriage and divorce, fertility and population growth, schooling, church contributions and work.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 321
LAW & ECONOMICS
Undergraduate
The overall goal of this course will be to demonstrate how businesses and government interact by surveying the economic and legal aspects of this relationship. This course is designed to prepare students to engage in methods of formal inquiry. The students will examine the American historical aspects of this relationship from the industrial revolution to the present. All topics are discussed with an emphasis on real-world applications and will include: a review of microeconomic theory pertaining to market structures with an emphasis on oligopolies; the history of antitrust; a review of the US legal and political framework; government regulation and key judicial decisions affecting businesses and industries concentrating on the legal and economic logic of these decisions. Class will begin with a discussion of current events once a week and it is expected that each student will attempt to participate and be knowledgeable of what is occurring locally, nationally and internationally.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 325
THE ECONOMICS OF POVERTY
Undergraduate
This class addresses society's view of poverty. It begins with an introduction to theories of economic justice for perspective. The introduction is followed by empirical issues related to the measurement of poverty and identification of its causes. An assessment of programs designed to ameliorate the effects of poverty also is covered.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 330
THE ECONOMICS OF SOCIALISM
Undergraduate
The origin of socialist economic theory and its relationship to modern economic analysis. Socialist critiques of capitalist economies and capitalist economic theory are developed and related to the theoretical basis for socialism in modern economic theory.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 333
TOPICS IN GLOBAL ECONOMIES
Undergraduate
This course provides an introduction to the major changes in the global economy in the twentieth century. It will devote particular attention to comparative analysis of national economic institutions and performance and business conditions, as well as prominent international institutions such as the International Monetary Fund, World Bank, and World Trade Organization. Knowledge of microeconomic and macroeconomic analysis (Economics 105 and 106) will be presumed and applied to global economic flows and national institutions. Selection of countries and case studies from advanced and developing countries will vary according to recent economic developments.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 334
UNDERSTANDING CHINA'S ECONOMY
Undergraduate
The expansion of relations between China and foreign enterprises continues to entwine China's economy with those of the world. This course will analyze China's continuing evolution into a global market economy. We will examine China's impact to the world economy and the problems that must be overcome for China to continue its dynamic growth. We will further discuss the characteristics of China's evolution and how they can be extrapolated to other nations undergoing similar transitions.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 335
ENERGY AND ENVIRONMENTAL ECONOMICS
Undergraduate
The fundamental problems of resource depletion and environmental deterioration. Alternative methods to achieve an optimal ecological system. Methods of economic analysis include cost-benefit techniques, the role of effluent fees, government subsidies, and legislative action.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 340
DEVELOPMENT OF ECONOMIC THOUGHT
Undergraduate
A study of the most influential contributions to our understanding of political economy broadly understood. An historical examination of the development of economic theories with special emphasis placed upon their relevance to present economic and political issues.

(ECO 105 or ECO 106), ECO 306 and (MAT 130 or equivalent) are a prerequisite for this class.
ECO 342  
STATISTICS FOR ECONOMICS  
Undergraduate  
Fundamental knowledge of applied statistics. Descriptive statistics, statistical inference, analysis of variance and regression analysis are applied to economic problems.  
ECO 105, (MAT 135 or equivalent) and (MAT 136 or equivalent) are a prerequisite for this class.

ECO 360  
ECONOMICS OF LOW-INCOME COUNTRIES  
Undergraduate  
This course analyzes economic development issues in low-income countries. Attention is given to several key issues including agricultural and rural development, population growth, human capital, international trade, foreign resource flows, the role of the public sector, and environmental quality.  
ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 361  
INTERNATIONAL TRADE  
Undergraduate  
This course deals primarily with the trade side of international economic relations, the gains from trade and barriers to trade. The main objective is the development of analytical tools required for an understanding of the gains from trade and barriers to trade. Particular emphasis is placed on currently pressing issues including the impact of trade on domestic employment and income, international trade tensions, and the rise of regional trade blocks.  
ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 362  
INTERNATIONAL MONETARY ECONOMICS  
Undergraduate  
How do fiscal and monetary policy choices change as a country's economy opens more and more to international trade and capital flows? This question and others of international importance will be analyzed with an open-economy, macroeconomic framework. Topics to be explored will include: the foreign exchange market under both fixed and floating exchange rate regimes; the balance of payments, output, prices, and income in an open economy; the international monetary system; and the macro issues of economic development and transition.  
ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 375  
INTRODUCTION TO ECONOMETRICS  
Undergraduate  
Techniques of estimation and testing of economic relationships. Probability theory, probability distributions, least squares estimation and correlation.  
ECO 105, ECO 106 and (MAT 137 or equivalents) are a prerequisite for this class.

ECO 380  
MATHEMATICAL ECONOMICS  
Undergraduate  
Review of various mathematical functions useful in formulating economic theories followed by elements of Matrix algebra and its application to concepts of micro and macro economic equilibria. Particular emphasis will be placed on differential calculus, including the use of partial derivatives. These mathematical tools will be applied to optimization problems in micro and macro economic theory.  
ECO 105, (MAT 135 or equivalent) and (MAT 136 or equivalent) are a prerequisite for this class.
ECO 385
ADVANCED MICROECONOMICS
Undergraduate
An advanced course in microeconomic theory. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses.

ECO 305 and ECO 306 are a prerequisite for this class.

ECO 386
MICROECONOMICS OF MARKET ORGANIZATION
Undergraduate
This class introduces major topics in the economics of imperfectly competitive industries, antitrust policy, and the economics of information. The main goal is to understand basic models of the behavior of firms, how these firms interact in industries, and the policy issues associated with these behaviors and interactions. To accomplish this, we will draw on microeconomic theory, game theory, as well as empirical evidence and case studies.

ECO 305 and ECO 306 are a prerequisite for this class.

ECO 387
RESEARCH METHODS FOR POLICY ANALYSIS I
Undergraduate
This course is designed to prepare the student to undertake econometric studies of policy issues. It is assumed that previous course work in economics has been satisfactorily completed, and the student has a basic understanding of both basic regression analysis and economic theory. Extensive computer work will be required in order to complete the homework and the term paper.

ECO 305 and ECO 306 are a prerequisite for this class.

ECO 389
CAPSTONE SEMINAR IN ECONOMICS
Undergraduate
A seminar in which students explore how the discipline of economics addresses issues from a different perspective than other disciplines within and beyond the social sciences. This course is the Liberal Studies Capstone Requirement for the LA&S Economics major and is restricted to LA&S economics majors with senior standing.

ECO 305, ECO 306 and status as an LAS Economics major with Senior standing is a prerequisite for this class.

ECO 398
SPECIAL TOPICS
Undergraduate
Special Topics. Content and format of this course are variable. All topics will include an in-depth study of current issues in Economics. Subject matter will be indicated in class schedule.

ECO 105, ECO 106 and (MAT 130 or equivalent) are a prerequisite for this class.

ECO 399
INDEPENDENT STUDY
Undergraduate
An Independent Study may be available to students of demonstrated capability for intensive independent work in economics. Written permission of supervising faculty member, chair, and director of undergraduate programs is required prior to registration.

ECO 423
ENVIRONMENTAL ECONOMICS AND PUBLIC POLICY
Graduate
This course is designed to give the student an understanding of economic theory as it applies to the environment and how we use natural resources. We will look at situations where self interest, government regulation, and market conditions affect our decisions as it relates to environmental conditions and issues. Remember, economics is a discipline of understanding choices and how different incentives affect those choices, and that remains true when dealing with the environment and natural resources.
ECO 424
MICROECONOMIC THEORY
Graduate
This course further develops the basic theories of individual economic agents— the consumer and the firm. However, unlike ECO 105, this course will place a lot of emphasis on algebra and calculus.

ECO 425
PUBLIC ECONOMICS
Graduate
In this course we will apply the tools of microeconomics to analyze the economic functions of government, including expenditure and tax policies. We will devote considerable time to understanding the role of government in market economics. In particular the tradeoff between efficiency and equity is analyzed in various contexts. You have already learned what markets can do in your ECO 105 course. In this course we will learn what markets cannot do and where governments must step in.

ECO 435
REAL ANALYSIS I
Graduate
This course covers real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 162 or MAT 172) and (MAT 141 or MAT 215) are a prerequisite for this class.

ECO 436
REAL ANALYSIS II
Graduate
This course follows ECO 435 and covers properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration.

ECO 500
MONEY AND FINANCIAL SYSTEMS
Graduate
This course examines both the role of money in the economy from a functional and macroeconomic perspective as well as the structure and function of the most important financial institutions and financial markets. Topics covered include the role of the Federal Reserve as monetary policymaker, interest rate and exchange rate determination, the relationship between money and economic activity, and the organization and importance of money markets, capital markets, markets for derivative securities, commercial banks and other intermediaries in a well-functioning financial system.

MS in Taxation students are restricted from registering for this class.

ECO 501
CONCEPTS OF MICRO AND MACRO ECONOMICS
Graduate
This course investigates the basic elements of the economic way of thinking. Students will begin with models of the consumer and the producer, looking specifically at demand and supply, elasticity, measures of efficiency, production and cost theory, and the determination of price and quantity under different market structures. The remainder of the course is devoted to analyzing the economy as a whole, focusing on the determination of Gross Domestic Product, the role of money and monetary policy, labor markets and unemployment, price stability, and short-run fluctuations in output.

ECO 505
ADVANCED MICROECONOMICS
Graduate
An advanced course in microeconomic theory. This course will present a systematic and rigorous analysis of price determination and the allocation of specific resources to particular uses.

ECO 555 or admission to the MS-EPA program is a prerequisite for this class.
ECO 506
ADVANCED MACROECONOMICS
Graduate
An advanced course in macroeconomic theory that examines the determination of income, employment, and prices, and their interrelations. Covers traditional Keynesian as well as alternative models of output, consumption, investment, money demand, inflation and unemployment. The dynamic character of income determination is emphasized, along with effects of government policy, economic institutions, and social goals.
ECO 509 or admission to the MS-EPA program is a prerequisite for this class.

ECO 507
RESEARCH METHODS FOR POLICY ANALYSIS I
Graduate
This course focuses on the tools and techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Students will learn Stata, which is the most widely used statistical analysis programming language in Economics. Students will learn the practical skills of how to choose the right tools for the analysis, how to prepare and inspect the data, and how to run an analysis that is robust, can be replicated, and can be understood and used by others - all extremely valuable qualities in real life work.
ECO 555 or 505

ECO 508
RESEARCH METHODS FOR POLICY ANALYSIS II
Graduate
This course focuses on advanced techniques used to statistically analyze economic data. We will focus on both theoretical understanding (why do we use such tools and how do they work) and applied understanding (the ability to carry on a research project using these tools). Topics to be covered include the analysis of time series and panel data, discrete choice models, simultaneous equations, forecasting and experimental methods. Students will learn statistical Stata commands that apply to the advanced topics covered.
ECO 555 or 505

ECO 509
BUSINESS CONDITIONS ANALYSIS
Graduate
This course teaches students how to use available economic data to assess business conditions. This is done by: (1) evaluating the sources and usefulness of data periodically released by government and private sources and (2) developing a macroeconomic framework that the student can use to analyze business conditions. Completion of this course will allow students to understand economic news and relate it to their business or job.
MS in Taxation students are restricted from registering for this class.

ECO 510
ECONOMETRIC METHODS FOR BUSINESS ANALYSIS
Graduate
This course is designed to provide the student with more advanced methods in quantitative analysis. Topics covered include hypothesis testing, probability, correlation analysis and multiple regression. This course will be offered every Winter quarter.
ECO 555 or equivalent is a prerequisite for this class.

ECO 511
BUSINESS AND ECONOMIC FORECASTING
Graduate
This course surveys a number of quantitative techniques commonly used to forecast business and economic variables. Emphasis will be on techniques, their relative strengths and weaknesses and real-world economic applications. Topics include smoothing techniques, regression and econometric analysis and Box-Jenkins time series.
GSB 420 or ECO 375 or equivalent is a prerequisite for this class.
ECO 512
APPLIED TIME SERIES FORECASTING (CROSS-LISTED AS MATH 512/ MATH 358)
Graduate
Theory and computer implementation of the Box-Jenkins Techniques with emphasis on forecasting business and industrial activity. Crosslisted as MAT 512.

ECO 509 and ECO 510 are a prerequisite for this class.

ECO 514
INDUSTRIAL ORGANIZATION
Graduate
This course is concerned with how the market system directs production decisions under varying deviations from the competitive environment. The links between market structure, conduct and performance are examined. Topics include determinants of market structure, various theories of imperfect competition, price discrimination, predatory pricing, and antitrust policy.

ECO 555 or 505

ECO 515
MICROECONOMICS OF MARKET ORGANIZATION
Graduate
Imperfectly competitive markets are more common than perfectly competitive markets. This course is about the effects of imperfectly competitive market structure on the organization, pricing, product choice, and entry of firms. We will study the acquisition and use of market power, strategic competition across firms, private sector sources of market failure, and the role of government competition policy. Factor markets will also be discussed.

ECO 505 or ECO 555 is a prerequisite for this class.

ECO 516
ECONOMICS OF THE PUBLIC SECTOR I
Graduate
Application of microeconomic analysis to the role of government in society. The theoretical foundation for the design of an efficient and equitable tax and expenditure program is presented and the impact of such a program on the economy is explored through general equilibrium analysis. Students must have a solid foundation in basic calculus.

ECO 555 or 505

ECO 517
THE PUBLIC POLICY, BUSINESS, AND ETHICAL ENVIRONMENT OF GOVERNMENT
Graduate
Businesses are becoming more involved in deal making both in the public and private sector. Individuals now sit on the boards of public and private companies and are being asked to provide business analysis and networking skills. Moreover, many firms have established PACS and have set-up governmental practice sections. These firms are also becoming more dependent on the government for business opportunities and are more involved in fundraising on behalf of public officials in order to gain access and to influence the regulatory and legislative process. In fact many business people have raised money for both political parties with the hope of leveraging their contributions for future work or political appointments.

ECO 555 or equivalent is a prerequisite for this class.

ECO 518
LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED AS MGT 518)
Graduate
A study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions and collective bargaining. Cross-listed as MGT 518.

ECO 555 or 505
ECO 520
ECONOMICS OF THE PUBLIC SECTOR II
Graduate
This course covers public finance and is the second course in a two course sequence on public Economics. Its focus is on the role of government in public expenditure and taxation. It is assumed that previous course work in economics has been satisfactorily completed, and the student has a basic understanding of basic microeconomic theory.

ECO 516 is a prerequisite for this class.

ECO 521
POLICY & REGULATION IN FINANCIAL MARKETS
Graduate
This course focuses on the economic rationale and consequences of U.S. financial regulation. We will emphasize the implications of regulation for future public policy. We will approach this topic by giving a rationale for financial regulation and then go into regulation associated with particular financial institutions. We concentrate on commercial banks and investment banks, although we will touch on insurance and life assurance companies, stock markets, bond markets and hedge funds. Because of systemic risk (the main focus of financial regulation) associated with commercial banking, we spend most of the course dealing with banking regulation.

ECO 505 or ECO 555 is a prerequisite for this class.

ECO 522
CURRENT POLICY ISSUES
Graduate
This course focuses on current policy issues in the United States. Specific topics depend on current legislative issues facing the country and bills being debated in Congress. There will typically be detailed coverage of two main policy issues. The analysis will include an economics analysis as well as extensive reading of political and legal documents.

ECO 505 or ECO 555 is a prerequisite for this class.

ECO 525
STRATEGIC DECISION MAKING AND GAME THEORY
Graduate
The goal of this course is to introduce students to game-theoretic way of thinking and show its usefulness in understanding various problems arising in business, economics, as well as many other disciplines and every day life. The tools used in game theory are analytical in nature, and hence the building blocks of the course will necessarily draw on analytics. The instructor's job will be to make these analytics accessible to students without using too much mathematics. Once students grasp these tools, a variety of applications will be presented, discussed, and illustrated using experiments. These applications will be mainly in the fields of business and economics, but will often span to other areas like law, politics, biology, and ethics. In this way, students will get a broad perspective of the multiple applications of game-theoretic reasoning.

ECO 555 or 505

ECO 526
BUSINESS STRATEGY
Graduate
This class deals with firms' business plans and policies and how they change in response to various incentives and stimuli. We will discuss frameworks used to analyze and formulate business strategies. We will introduce tools and techniques for diagnosing a firm's competitive position, identifying managerial and organizational issues, evaluating plans of action, and anticipating the consequences of alternative decisions.

ECO 555 or 505

ECO 527
BUSINESS REGULATION AND ANTITRUST
Graduate
This course examines the rationale for and efficiency of government regulation of business in the United States. Various forms of government regulation are evaluated to determine their effectiveness in promoting market efficiency. We will emphasize the importance of market structure and industrial performance, including the strategic interaction of firms. We will examine the behavior of individual markets in some detail, focusing on cost analysis, the determinants of market demand, investment behavior, market power, and the implications of government regulatory behavior.

ECO 555 or 505
ECO 530
HISTORY OF ECONOMIC THOUGHT
Graduate
A study of the evolution of the science of economics. Emphasis is on the important contributions made to the field by the great thinkers, starting with the Physiocrats and extending to the work of contemporary institutional and post-Keynesian economists.

ECO 555 or 505

ECO 550
REGIONAL AND URBAN ECONOMICS
Graduate
The course investigates the spatial character of an economic system. The first part of the course is concerned with theories in regional economics, including business and household location theory, urbanization, and regional development. The latter part of the course deals with urban economics, a specialized area concerned with the economic forces behind many urban problems. Topics include the economics of housing, transportation, poverty, crime and urban public finance.

ECO 555 or 505

ECO 555
ECONOMICS FOR DECISION-MAKING
Graduate
This course provides students with an opportunity to apply microeconomic principles to managerial decision-making. These principles include those underlying the theories of consumer choice, production and cost as they relate to decisions made by firms and households. Specific topics include consumer demand analysis and estimation; elasticity; production theory; cost structure and estimation; profit maximization; and the effect of market structure on pricing, output and profit.

GSB 420 is a prerequisite for this class.

ECO 557
INTERNATIONAL TRADE THEORY & POLICY (CROSS-LISTED WITH IB 520)
Graduate
Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems. Cross-listed with IB 520.

ECO 555 or 505

ECO 558
INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS IB 521)
Graduate
Analyzes traditional macroeconomic issues in a framework that allows for international trade and capital flows. Cross-listed as IB 521.

ECO 506 or ECO 509 is a prerequisite for this class.

ECO 560
DEVELOPMENT OF THE AMERICAN ECONOMY
Graduate
This course describes the economic development of the United States by examining topics such as: colonial settlement patterns, the impact of the railroad, the development of the financial system and the Great Depression.

(ECO 505 or ECO 555) and (ECO 506 or ECO 509) are a prerequisite for this class.

ECO 561
ECONOMICS OF DEVELOPING COUNTRIES (CROSS-LISTED WITH IB 525)
Graduate
Introduction to the economist's analytical skills applied to problems of developing and newly industrialized countries. Studies economic theory of development, development policy, and decision-making in the developing world; several case studies are examined.

ECO 555 or 505
The fundamental problems in the application of statistical procedures to econometric estimation will be studied: multicollinearity, identification, serial correlation, and nonhomogeneity of error variance. In addition, more sophisticated estimation techniques will be studied, e.g., reduced-form and multiple-stage regression techniques.

ECO 510 or (ECO 507 and ECO 508) are a prerequisite for this class.
ECT 359  
E-COMMERCE TECHNOLOGY SENIOR PROJECT
Undergraduate
Students will build complex web information systems using both client-side and server-side technology. Project teams will apply web engineering methodology to produce the final project with deliverables including strategy and requirement statement, site information architecture, interface design, prototyping, testing, promotion and measurement, feasibility study, and final presentation of team project. PREREQUISITE(S): ECT 355 AND IT 215.

ECT 360  
INTRODUCTION TO XML
Undergraduate
An introduction to Extensible Markup Language (XML) and XML transformations. XML syntax, processing and validation. Namespaces. Transformations using XSLT and XPath. XML applications such as XHTML, RDF, SVG, XSL. PREREQUISITE(S): CSC 211 or CSC 241 or CSC 261.

ECT 365  
WEB SERVER OPERATIONS
Undergraduate
This course will provide students with basic web server management and implementation skills, covering both the technologies fundamental to web servers operations and how these technologies impact the planning, installation, operations and management of web servers. Internet protocols, naming and routing. Site and service planning for different types of service offerings. Server configuration, maintenance and log analysis. Advanced management topics such as server farms, application servers, proxy and edge servers. PREREQUISITE(S): IT 230 (Cross-listed with IS 372)

ECT 372  
SOFTWARE PROJECT DEVELOPMENT AND MANAGEMENT
Undergraduate
(Cross-listed with IS 372) In-depth study of the development and implementation process for both traditional and e-commerce software projects of all sizes. Project structuring, tools and techniques for scheduling and control, including project management software. Emphasis upon working within an organizational context. PREREQUISITE(S): IT 215

ECT 410  
DEVELOPMENT OF WEB-BASED BUSINESS APPLICATIONS
Graduate
Development of web-based business solutions using client-side and server-side technologies. Major topics include analysis and design of web projects for a business, web application design patterns, server-side programming, and access to databases. PREREQUISITE(S): CSC 401 or IT 411

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 423  
INTERNET MULTIMEDIA
Graduate

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 424  
ENTERPRISE INFRASTRUCTURE
Graduate
Introduction to modern infrastructure and the evolving technology environment. Major topics include: computer networks, Internet infrastructure, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portal.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
ECT 425  
**TECHNICAL FUNDAMENTALS OF DISTRIBUTED INFORMATION SYSTEMS**  
Graduate  
The course is an introduction to distributed information systems, including architecture of distributed information systems, networking, communication protocols, operating system support, remote method invocation, web service, and security in distributed information systems.  
PREREQUISITE(S): CSC212  

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 433  
**SURVEY OF WEB PROGRAMMING TECHNOLOGIES**  
Graduate  
Survey of server-side scripting technology with emphasis on information search in a Web site. Projects include development of product catalogs and information search system of a Web site. For non-ECT and non-IS major only. PREREQUISITE(S): HCI 430 for HCI majors; Completion of Prerequisite phase for other majors.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 435  
**SURVEY OF E-COMMERCE STRATEGIES AND TECHNOLOGY**  
Graduate  
A survey of business models, value propositions, and e-commerce value chains for consumer-oriented, business-to-business, and collaborative e-commerce applications. Marketing, security, digital money, e-business infrastructure, basics of Web site engineering process, e-commerce technology and tools. This is a service course. Students with server-side programming skills should take ECT 455. Prerequisites: ECT 250 and IS 421.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 436  
**SOCIAL MARKETING AND SOCIAL NETWORKING APPLICATIONS**  
Graduate  
Online social media and culture, online social marketing concepts, online social networking applications and their design/development. Student develop dynamic web sites and applications on social networking platforms using server-side programming technology to meet strategic marketing goals. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 441  
**USABILITY ISSUES FOR ELECTRONIC COMMERCE**  
Graduate  
(Cross-listed with HCI 441) Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development life cycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization. User testing with low fidelity prototypes. Issues of perceived privacy and security. Student's projects involve design and/or evaluation of actual electronic commerce sites. PREREQUISITE(S): ECT 455.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 455  
**E-COMMERCE WEB SITE ENGINEERING**  
Graduate  
(Formerly ECT 555, cross-listed with HCI 513) An introduction to Web site engineering methods and processes to support e-commerce development. Web site engineering life cycle and user-centered design, including site goals, business models, value propositions, user analysis, information architecture, interface and navigation design, usability guidelines, database, testing, hosting strategies, usage metrics, and collaborative development. Technologies for e-commerce, shopping cart, digital payments, promotion strategies, and security issues. Students will build fully functional Web sites using database and client- and server-side technologies. Prerequisites: ECT 310 or HCI 430 or proficiency in programming.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
ECT 480
INTRANETS AND PORTALS
Graduate
Intranet development methodology. Data warehousing concept and On-Line analytic processing (OLAP) for information management. Enterprise information portals (EIP). Transforming information into knowledge. Major applications involve: decision support, customer applications and content personalization for intranet. Students will conduct case studies and projects. PREREQUISITE(S): ECT 424

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 481
INTERNET SUPPLY CHAIN MANAGEMENT
Graduate
This course examines system architectures, technologies, approaches, and infrastructure requirements in the context of supply chain systems. The focus is on the design, development and implementation of systems that facilitate the collaboration of an enterprise with its buyers and suppliers. Topics include development of messaging-based collaboration framework with web services. Students will design and implement a collaborative extranet system component in team projects. PREREQUISITE(S): ECT 310

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 556
ENTERPRISE ARCHITECTURE AND DESIGN
Graduate
This is an advanced course on the design and planning of enterprise architecture that enables intra-/multi-enterprise collaboration and interoperability. The emphasis is on the alignment between IT and organizational objectives through the integration of business architectures, data and information architecture, application architecture, technology architecture, interfaces and infrastructure. Topics include: frameworks, tools, and methodologies for enterprise architecture design; data and process modeling, application integration, implementation fundamentals, adaptability to changing organizational needs, and managing costs of implementation. Students will conduct case studies and develop architecture plans. Prerequisites: ECT 424, SE 450 or consent.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 557
PEER-TO-PEER TECHNOLOGY
Graduate
Peer-to-Peer (P2P) e-commerce is a paradigm for programming distributed e-commerce systems characterized by an increasing decentralization and autonomy of components. This course reviews the technical and business issues regarding P2P e-commerce. Topics include: P2P architecture and interoperability; P2P systems in use today; P2P content management issues; P2P collaboration applications: chat, white boards, file sharing, games, and synchronization; and P2P security and monitoring. Also addressed are: P2P application and business models for business to business and consumer e-commerce; supply chain and collaborative planning, forecasting and replenishment; intellectual property concerns, management issues, and programming P2P applications. Prerequisites: ECT 424, ECT 480, and ECT 481.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 565
MOBILE ENTERPRISE
Graduate
Mobile enterprise information systems are becoming increasingly complex and consist of existing systems with enabling middleware to achieve end-to-end enterprise mobile solutions. Mobile infrastructure performs content adaptation, data synchronization, bridging corporate and mobile messaging systems and support mobile information portals. The course will discuss web services oriented component architecture and system integration with Adaptive Application Architecture (AAA) with Wireless application gateway (WAG) and Multi-channel Access Gateways (MAG) supporting mobile and wireless access for heterogeneous devices. Such concepts as content distribution, connectivity and security, scalability and load balancing, device management will be discussed. Additional topics include Location-aware applications supporting mobile knowledge workers, business process for value contribution, and investment decisions on mobile technologies. Students will become familiar with mobile enterprise tool suites, mobile messaging delivery platforms, wireless Web portals. Students will be implementing mobile enterprise solution components. PREREQUISITE(S): Completed foundation phase.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
ECT 582
SECURE ELECTRONIC COMMERCE
Graduate
This course studies security requirements, threat modeling, and appropriate safeguards for e-commerce systems. Major topics include web application security, web service security, and web server security. PREREQUISITE(S): ECT 424

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 583
ADVANCED SCRIPTING TECHNOLOGIES
Graduate
This course focuses on applying advanced scripting technologies in the design and development of large Web applications. Major topics include tiered application design, transacted Web applications, components, and Web services. Prerequisites: Proficiency in programming.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 584
WEB DATA MINING FOR BUSINESS INTELLIGENCE
Graduate
An in-depth study of the knowledge discovery process and its applications in Web mining, Web analytics and business intelligence. The course provides coverage of various aspects of data collection and preprocessing, as well as basic data mining techniques for segmentation, classification, predictive modeling, association analysis, and sequential pattern discovery. The primary focus of the course is the application of these techniques to Web analytics, user behavior modeling, e-metrics for business intelligence, Web personalization and recommender systems. Also addressed are privacy and ethical issues related to Web data mining. Students can choose from three types of final course projects: implementation projects, research papers, or data analysis projects. Throughout the course, the students will learn and use a variety of data mining tools to analyze sample data sets as part of class assignments. PREREQUISITE(S): (IT 223 or CSC 301 or CSC 383 and (CSC 451 or CSC 453)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 585
LEGAL ASPECTS OF E-COMMERCE
Graduate
This course is focused on how the law affects e-commerce. Topics include: electronic contracts, privacy issues associated with the use of the Internet, security issues including digital signatures, encryption and biometrics, intellectual property issues including trademark/domain name conflicts, copyrights, patents for business methods, taxation of internet transactions. Students will also gain an understanding of the issues involved in taking a company public (IPO), what information venture capitalists (VC) require in order to make decisions regarding financing startup companies. Prerequisite: ECT 455.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ECT 586
CUSTOMER RELATIONSHIP MANAGEMENT TECHNOLOGIES
Graduate
An in-depth study of customer relationship management (CRM) technologies and applications. The special focus will be on the application of CRM technologies for managing the customer lifecycle across Internet and offline channels. Topics include customer identification, data integration, personalization technologies, web and email interaction techniques; sales force automation applications; call centers, field service and logistics applications; customer self-service and customer knowledge management technologies. Students will review and compare specific eCRM technologies and develop an Internet customer interaction system to support an eCRM strategy in group project. PREREQUISITE(S): ECT 424

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
ECT 587
MOBILE COMMERCE TECHNOLOGY
Graduate
This course examines leading wireless and mobile technologies for consumer and enterprise mobile commerce. Topics include wireless standards and technologies, the impact of bandwidth, platforms, form factors, mobile data services, security and transaction models. Wireless Web development issues concern Web synchronization, server-side content management, Wireless Application Protocol (WAP), Wireless Markup Language (WML), Handheld Device Markup Language (HDML), wireless user interface design, and wireless Web development tools. Mobile commerce applications include personalization, customer relationship management, mobile portals, and wireless enterprise solutions for business process and workflow. Students will develop mobile commerce applications. (PREREQUISITE(S): ECT 455).

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ECT 588
E-MARKETPLACE TECHNOLOGY
Graduate
This course concentrates on system development for online trading applications supporting complex interactions and transactions. Theoretical models of online information exchanges supporting negotiations such as: auctions, brokerages and exchanges/marketplaces will be discussed. Server/client side applications utilizing the models and distributed data access will be developed. Assignments will include system design as well as application development projects using Java. PREREQUISITE(S): ECT 424.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ECT 589
E-BUSINESS STRATEGIES
Graduate
Designed for ECT majors and IS majors in ECT concentration, this course focuses on the deployment of Internet and enterprise technologies to support organization's e-business initiatives and collaborative commerce. Conducted in the format of seminar, case analysis, and dialogue with industry practitioners, this course requires students to actively participate in the study of models and approaches for e-business technology implementation and transformation. Topics include: the impact of Internet on industry structure and organizational transformation, enterprise application architecture, planning and implementation of technology and process to support an increasingly collaborative and integrated environment for e-commerce. Students have to complete an organization case study of e-business technology implementation to fulfill the requirement of this capstone course. This course should be taken at the conclusion of the ECT program. PREREQUISITE(S): Completion of all other required courses.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ECT 590
E-BUSINESS TECHNOLOGY PRACTICUM
Graduate
This practicum course is aiming at exposing e-commerce students to distributed multi-platform, multi-language, multi-tier application development. Besides the heavy programming emphasis, the students will analyze design and implementation issues in such an environment. The course content involves design and development of an e-commerce system that includes business to business, customer facing, and information portal applications. Students will work on projects using different platforms and different programming languages in a lab environment. Topics include design of e-commerce systems, distributed database development, multi-web server environment development, application of distributed object technologies. This course fulfills the capstone/practicum requirement for ECT majors and should be taken at the conclusion of the program. Prerequisites: ECT 480 or ECT 481 or consent.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

ECT 596
TOPICS IN E-COMMERCE TECHNOLOGY
Graduate
Independent study form required. PREREQUISITE(S): Consent of instructor.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
ECT 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 696
MASTER’S PROJECT
Graduate
Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. PREREQUISITE(S): Consent of advisor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ECT 698
MASTER’S THESIS
Graduate
(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. PREREQUISITE(S): Consent of advisor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

EDU 25
BASIC TECHNOLOGY LITERACY
Undergraduate
(0 Credit) This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software.

EDU 95
CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
Undergraduate
(no credit) Required of all students. Observations and participatory experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses.

EDU 100
INTEGRATIVE KNOWLEDGE E-PORTFOLIO
Undergraduate
This course provides an introduction to the Digication e-portfolio platform and the development of integrative knowledge e-portfolios. Prerequisite: Permission of instructor.

EDU 499
LANGUAGE AND LITERACY PRACTICES ACROSS THE ACADEMY
Graduate
This course addresses issues related to the use of English in the Academy, particularly (1) in classrooms where English is not the native language of the instructor or students but is the language of instruction and/or (2) in scholarship written in English by non-native speakers of English. Topics include but are not limited to academic writing, curriculum development, classroom pedagogy, content pedagogical knowledge, globalization and international education, 21st century technologies, and English as a medium of instruction. Registration with permission of instructor only.
EE 281
INTRODUCTION TO EDUCATIONAL PRACTICE
Undergraduate
This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary and middle schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. Required field experiences are integrated into this course.

EE 317
PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
Undergraduate
The course is designed to promote an understanding of the contribution that Physical Education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools.

EE 281 and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 324
READING/LANGUAGE ARTS IN THE EARLY YEARS
Undergraduate
This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for pre-kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content.

(EE 281 or ECE 290) and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 326
READING/LANGUAGE ARTS IN INTERMEDIATE AND MIDDLE GRADES
Undergraduate
This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through the design, teaching, and reflection on literacy lesson(s) for intermediate learners in required field experiences.

EE 324 and EE 281 and status as an Advanced Masters Education student are a prerequisite for this class.

EE 333
TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS
Undergraduate
This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades K-8. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Daytime clinical hours are required. Note: MAT 111 may be taken as a prerequisite OR it may be taken concurrently with EE 333.

MAT 110 and EE 281 and Advanced Teacher Candidate Standing are a prerequisite for this class.
EE 334
ELEMENTARY SCIENCE INQUIRY TEACHING STRATEGIES
Undergraduate
This course is an introduction to instructional strategies for helping students in grades K-8 become science literate: i.e., to understand the
type of science and its impact on the world. Particular attention will be given to theoretical views about how children learn science and
develop scientific process skills, e.g., skills in observing, classifying, collecting and interpreting data and questioning strategies, and ways to
assess student progress. Daytime clinical hours are required. PREREQUISITE(S): EE 281.

EE 281 and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 335
PSYCHOLOGY OF BILINGUALISM
Undergraduate
This course will focus on psychological factors that affect learning such as attitudes towards language learning, self-esteem, cognitive style,
identity and motivation.

EE 344
ART AND MUSIC IN THE ELEMENTARY SCHOOL
Undergraduate
This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary
school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary.
Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on
design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other
classroom curricula. Daytime clinical hours (10) are required during this course.

EE 281 and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 347
CHILDREN'S LITERATURE
Undergraduate
This course familiarizes students with quality children's literature for infancy through young adulthood. Students will select, discuss, critique,
and share books appropriate for this age span, focusing primarily on ages 5-14 years. The influences of child development, culture,
technology, and education stakeholders (i.e., parents, students, teachers, administrators, and their community) on literature selection are
emphasized. Students will develop skills in evaluating books, responding to books, and using literature across the curriculum.

EE 355
METHODS: CONTEMPORARY TEACHING OF SOCIAL STUDIES
Undergraduate
This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies (such as
concept formation, historical inquiry, role-play, etc), materials (such as primary sources) teacher candidates will apply principles of curricular
integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our
world. Daytime clinical hours are required.

EE 281 and status as an Advanced Teacher Candidate is a prerequisite for this class.

EE 356
ASSESSMENT IN THE ELEMENTARY CLASSROOMS
Undergraduate
This course focuses on study, use, and evaluation of assessment practices in diverse, K-8 contexts. Assessment is addressed as part of
instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment,
portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in
assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as
components of a classroom assessment system.

EE 281, SCU 337 and (EE 324, EE 333, EE 334 or EE 355) and status as an Advanced Teacher Candidate is a prerequisite for this class.
EE 384
CAPSTONE IN ELEMENTARY EDUCATION
Undergraduate
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to engage in critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to elementary education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies Program. COREQUISITE(S): EE 385.

EE 385
ELEMENTARY STUDENT TEACHING
Undergraduate
(12 credits) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Application and approval required. Open only to DePaul students.

EE 399
INDEPENDENT STUDY IN ELEMENTARY EDUCATION
Undergraduate
(1 to 4 credits) Permission of program chair required.

ELA A030
ADVANCED WRITING AND WORD PROCESSING
Continuing Education
An advanced-level course in English-as-a-second-language writing. Students learn to write 3-to-5 page compositions including a research paper.

ELA A031
ADVANCED READING AND VOCABULARY DEVELOPMENT
Continuing Education
An advanced-level course in English-as-a-second-language reading. Students build on their reading skills by identifying intended audience, source and tone of a reading, acquire more literary terms, read longer newspaper articles, editorials, plays, and novels.

ELA A032
ADVANCED GRAMMAR
Continuing Education
An advanced-level course in English-as-a-second-language grammar. Students build on the work from previous levels with the future perfect and future perfect progressive tenses, negative and past forms of modals, passive voice, causative verbs, conditionals, and gerunds and infinitives.

ELA A033
ADVANCED SPOKEN ENGLISH AND LISTENING
Continuing Education
An advanced-level course in English-as-a-second-language spoken English. Among other skills, students learn to manage small group discussions, defend positions, speak persuasively, deliver a formal presentation, draw inferences from authentic speech, and takes notes from short lectures.

ELA B040
UNIVERSITY BRIDGE WRITING: SERVICE, RESEARCH AND WRITING
Continuing Education
A university bridge-level course in English-as-a-second-language writing. Students learn to write first-person narrative and a research essay through participation in community service.
ELA B041
UNIVERSITY BRIDGE READING AND VOCABULARY DEVELOPMENT
Continuing Education
A university bridge-level course in English-as-a-second-language reading. Students build on their reading skills by comparing points of view, paraphrasing and outlining ideas, acquiring higher-level literary terms, and read more complex articles, novels, plays, or several short stories.

ELA B042
UNIVERSITY BRIDGE GRAMMAR
Continuing Education
A university bridge-level course in English-as-a-second-language grammar. Students build on the work from previous levels with more complex uses of such structures as auxiliary verbs, noun modifiers, adjective and adverb clauses, and unreal conditionals.

ELA B043
UNIVERSITY BRIDGE SPOKEN ENGLISH AND LISTENING
Continuing Education
A university bridge-level course in English-as-a-second-language spoken English. Students master previous functions at the highest level, such as persuading, negotiating, and debating; deliver formal presentations; demonstrate skill at note taking and comprehending regional dialects.

ELA CP050
UNIVERSITY EXPERIENCE RESEARCH AND WRITING
Continuing Education
University Experience Research and Writing provides non-native speaking students authentic experiences preparing and writing papers using American academic standards and styles. This course teaches students to select and effectively evaluate scholarly sources appropriate to their discipline, to organize their research and to present a thesis logically using American academic styles. Ideally, the course is taken in conjunction with CP052 University Experience Reading or other similar academic English reading course.

ELA CP051
UNIVERSITY EXPERIENCE READING AND SURVEY OF TEXTS
Continuing Education
University Experience Reading & Survey of Texts provides university level reading instruction and prepares non-native speaking students to evaluate and categorize university level texts within their chosen discipline. The course focuses on using reading strategies that maximize reading efficiency and comprehension and is designed specifically for students who are preparing to enroll in university degree programs. The course is an ideal complement to CP050 University Experience Research and Writing.

ELA CP053
UNIVERSITY EXPERIENCE ACADEMIC AND CLASSROOM CULTURE
Continuing Education
University Experience Academic and Classroom Culture prepares non-native speaking students for success in American university classrooms. The course focuses on becoming an effective oral communicator in university environments. Instruction helps students develop effective strategies for note taking, classroom participation, and successful interaction with other students and instructors in a variety of teaching modes that are common in American universities.

ELA CP054
UNIVERSITY EXPERIENCE ADVANCED ENGLISH PRACTICE
Continuing Education
University Experience Advanced English Practice offers students a selection of options that allows them to address individual English language development needs from pronunciation to interviewing skills to advanced topics within their proposed discipline of study. The exact structure of this module is determined by individual student needs and each student works with an ELA advisor to select options that will provide maximum individual language growth. The individual student plan requires approval of the ELA director.

ELA F000
FOUNDATIONS WRITING AND WORD PROCESSING
Continuing Education
A beginning-level course in English-as-a-second-language writing. Students learn basic paragraph structure, topic sentences and how to support them. (Students should have an active vocabulary of 200-400 words in English.)
ELA F001
FOUNDATIONS READING AND VOCABULARY DEVELOPMENT
Continuing Education
A beginning-level course in English-as-a-second-language reading. Students practice various reading skills, such as locating the main idea; study vocabulary acquisition; and read ESL specific readings and newspaper articles. (Students should have an active vocabulary of 200-400 words in English.)

ELA F002
FOUNDATIONS GRAMMAR
Continuing Education
A beginning-level course in English-as-a-second-language grammar. Students work on basic grammar, such as simple tenses, modals, and articles, as well as nouns, pronouns, adjectives and adverbs. (Students should have an active vocabulary of 200-400 words in English.)

ELA F003
FOUNDATIONS SPOKEN ENGLISH AND LISTENING
Continuing Education
A beginning-level course in English-as-a-second-language spoken English. Students learn many basic practical functions, such as asking for and giving opinions and leaving a simple message. (Students should have an active vocabulary of 200-400 words in English.)

ELA H020
HIGH INTERMEDIATE WRITING AND WORD PROCESSING
Continuing Education
A high intermediate-level course in English-as-a-second-language writing. Students learn to write academic compositions using specific organizational patterns.

ELA H021
HIGH INTERMEDIATE READING AND VOCABULARY DEVELOPMENT
Continuing Education
A high intermediate-level course in English-as-a-second-language reading. Students build on their reading skills by learning the difference between fact and opinion, understanding inferences, acquiring more literary terms, reading newspaper articles, short stories and novels.

ELA H022
HIGH INTERMEDIATE GRAMMAR
Continuing Education
A high intermediate-level course in English-as-a-second-language grammar. Students build on the work from previous levels with perfect progressive tenses, adjective clauses, reflexive pronouns, and more advanced modals, adjectives and adverbs.

ELA H023
HIGH INTERMEDIATE SPOKEN ENGLISH AND LISTENING
Continuing Education
A high intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as supporting opinions, expressing empathy and compromise, reporting and summarizing; make a presentation; and listen effectively to authentic speech.

ELA I010
INTERMEDIATE WRITING AND WORD PROCESSING
Continuing Education
An intermediate-level course in English-as-a-second-language writing. Students begin connecting paragraphs into longer essays.

ELA I011
INTERMEDIATE READING AND VOCABULARY DEVELOPMENT
Continuing Education
An intermediate-level course in English-as-a-second-language reading. Students build on the work in the Foundations level and learn to restate the author's point of view, acquire literary terms, and read stories.
ELA I012
INTERMEDIATE GRAMMAR
Continuing Education
An intermediate-level course in English-as-a-second-language grammar. Students build on the work in Foundations grammar and learn progressive and past tenses, question formation, noun clauses, and comparative and superlative forms of adjectives and adverbs.

ELA I013
INTERMEDIATE SPOKEN ENGLISH AND LISTENING
Continuing Education
An intermediate-level course in English-as-a-second-language spoken English. Students practice such functions as giving advice, apologizing, complaining, asking for explanations and make a simple presentation.

ELA T200
GRAMMAR FOR TOEFL WRITING
Continuing Education
An English-as-a-second-language course that reinforces and reviews the grammar skills necessary to excel on the Writing portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as in future academic pursuits.

ELA T201
TOEFL READING AND READING LAB
Continuing Education
An English-as-a-second-language course that prepares students for the Reading portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice reading strategies and the variety of reading skills tested on the TOEFL iBT. In addition, students expand their academic vocabulary and knowledge of word roots. Moreover, students get valuable exposure to the testing lab environment by doing practice computerized tests in this skill area.

ELA T202
TOEFL WRITING AND INTEGRATED SKILLS
Continuing Education
An English-as-a-second-language course that prepares students for the Writing and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the writing skills necessary to produce the high-quality essays required during the writing portion of the test. They also practice and learn the skills necessary to synthesis and summarize information in a written format, as required in the Integrated Skills portion of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional practice writing and integrated skills computerized tests in this skill area.

ELA T203
TOEFL SPEAKING AND INTEGRATED SKILLS
Continuing Education
An English-as-a-second-language course that prepares students for the Speaking and Integrated Skills portions of the TOEFL (Test of English as a Foreign Language) iBT (Internet Based Test) as well as for future academic study. Students learn and practice the speaking skills and strategies which must be applied during the Integrated Skills portion of the test. Students also practice useful idioms that can be applied in both the listening and speaking portions of the test. Moreover, students get valuable exposure to the testing lab environment by doing occasional integrated skills computerized tests in this skill area.

ELA T204
TOEFL PRACTICE TESTS
Continuing Education
An English-as-a-second-language lab that allows students to apply the skills they have been learning and check their progress in a timed, self-testing environment.

ELA T205
TOEFL LISTENING AND LISTENING LAB
Continuing Education
An English-as-a-second-language course that prepares students for the listening portion of the TOEFL (Test of English as a Foreign Language) iBT (Internet-Based Test) as well as for future academic study. Students learn and practice the listening skills and strategies which must be applied during the listening portion of the test. Moreover, students get valuable exposure to the testing lab environment through computerized practice tests in this skill area.
ELA 100
**PRONUNCIATION WORKSHOP: A COURSE IN ACCENT REDUCTION**
Continuing Education
An English-as-a-second-language course designed to help students improve their pronunciation.

ELA 101
**TOEFL (TEST OF ENGLISH AS FOREIGN LANGUAGE) PREPARATION**
Continuing Education
An English-as-a-second-language course designed to help students prepare for the TOEFL (Test of English as a Foreign Language).

ELA 102
**GMAT/MBA (GRADUATE MANAGEMENT ADMISSIONS TEST/MASTERS IN BUSINESS ADMINISTRATION) PREPARATION**
Continuing Education
An English-as-a-second-language course designed to help students prepare for the GMAT (Graduate Management Admissions Test).

ELA 109
**VOCABULARY DEVELOPMENT FOR NON-NATIVE SPEAKERS OF ENGLISH**
Continuing Education
This class is designed to expand students' vocabulary by reinforcing ability to use vocabulary accurately, by use of new vocabulary-learning skills, and by acquisition of word decoding skills and strategies. Students will be introduced to approximately 25-40 new words per class. (Students in this class should have at least high intermediate proficiency in English.)

ELA 110
**TALKING BUSINESS**
Continuing Education
Talking Business is an intensive course for non-native English speakers preparing for business school or expanding their careers in the business world. The course will focus on improving students' vocabulary, knowledge of key concepts in business and economics, and listening and speaking skills related to those concepts. Each day, students will have the opportunity to read and listen to authentic materials as well as to engage in lively, informative discussion.

ELA 300
**ELA TOPICS**
Continuing Education
Special courses and workshops offered by the English Language Academy.

ELA 301
**SIT TESOL PROGRAM**
Continuing Education
A 130-hour TESOL/TEFL certificate course during which students learn how to teach English-as-a-Second-Language, including 36 hours of practice teaching with ESL students. Taught by the School for International Training at DePaul's English Language Academy.

ENG 120
**READING LITERATURE**
Undergraduate
Study of the elements and construction of literary texts, of the vocabulary of literary criticism, and of various literary modes and genres.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 130
**THEMES IN LITERATURE**
Undergraduate
Introduction to the study of literature through selected literary texts focused on a particular theme. Variable topics. May not be repeated.
WRD 103 or HON 100 is a prerequisite for this course.
**ENG 201**  
CREATIVE WRITING  
Undergraduate  
Experience in writing and analyzing poetry and short prose fiction. May not be taken pass/fail.  
WRD 104 or HON 100 is a prerequisite for this course.

**ENG 211**  
ENGLISH STUDIES: LANGUAGE AND STYLE  
Undergraduate  
An introduction to elements of the linguistic structure of English as they are employed to create stylistic effects in writing. The course aims at clarifying ways that language can affect audiences' perceptions and responses to writing.  
WRD 104 or HON 100 is a prerequisite for this course.

**ENG 218**  
READING AND WRITING FICTION  
Undergraduate  
An introduction to the art of fiction through analysis and criticism of fiction by established writers and through writing and revising the student's own stories.  
WRD 104 or HON 100 is a prerequisite for this course.

**ENG 219**  
READING AND WRITING POETRY  
Undergraduate  
An introduction to the art of poetry through analysis and criticism of poems by established poets and through writing and revising the student's own poems.  
WRD 104 or HON 100 is a prerequisite for this course.

**ENG 220**  
READING POETRY  
Undergraduate  
A comprehensive introduction to English and American poetry, poetic forms and meters, and the vocabulary of poetic study.  
WRD 103 or HON 100 is a prerequisite for this course.

**ENG 221**  
READING PROSE  
Undergraduate  
An introduction to close analytical reading of the fundamental prose genres that students will encounter in the English major, for example short stories, novels, folktales, literary nonfiction, and criticism. Students will study examples drawn from the history of prose as well as contemporary narrative.  
WRD 103 or HON 100 is a prerequisite for this course.

**ENG 227**  
STUDIES IN DRAMA  
Undergraduate  
Studies in Drama is an introduction to the appreciation and analysis of drama as a cultural form, with attention to both text and performance. Readings vary, including plays from different dramatic genres, historical periods, and cultures.  
WRD 103 or HON 100 is a prerequisite for this course.
ENG 228
INTRODUCING SHAKESPEARE
Undergraduate
Introduction to the basic structures and conventions of representative plays by William Shakespeare, emphasizing film and stage interpretations. May not be taken by students who have completed ENG 328, Shakespeare.

WRD 103 or HON 100 is a prerequisite for this course.

ENG 231
THE GOTHIC
Undergraduate
Introduction to Gothic narratives. Emphasis on characteristics of Gothic narratives and methods of interpreting the Gothic. Variable emphasis on particular genres or historical periods. (See schedule for current offerings.)

WRD 103 or HON 100 is a prerequisite for this course.

ENG 232
THE ROMANCE
Undergraduate
Introduction to the genre of the romance. Emphasis on characteristics of the genre in particular historical moments. Variable emphasis on particular historical periods or topics. (See schedule for current offerings.)

WRD 103 or HON 100 is a prerequisite for this course.

ENG 235
SCIENCE FICTION
Undergraduate
Introduction to science fiction as a literary genre. Variable topics, including history of the genre; multi-media adaptations; cyberpunk; global variants.

WRD 103 or HON 100 is a prerequisite for this course.

ENG 245
THE BRITISH NOVEL
Undergraduate
Introduction to the historical development, literary forms, and intellectual scope of the British novel from 1700 to the present. Key topics include the representation of gender, class, and empire.

WRD 103 or HON 100 is a prerequisite for this course.

ENG 265
THE AMERICAN NOVEL
Undergraduate
Studies in the American novel. Variable emphasis on the historical development, regional expression, multicultural scope, ethical engagement, and/or recurring thematic concerns of the genre.

WRD 103 or HON 100 is a prerequisite for this course.

ENG 272
LITERATURE AND IDENTITY
Undergraduate
Studies in the literary expression and representation of identity. This course is not repeatable.

WRD 103 or HON 100 is a prerequisite for this course.
ENG 273
GLOBAL ASIAN LITERATURE
Undergraduate
Introduction to selected authors, genres, and topics in Asian American or Asian diasporic literature from the mid-nineteenth century to the present. Variable emphasis on different groups, genres, or historical periods.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 275
LITERATURE AND FILM
Undergraduate
Introduction to the comparative study of literature and film. Emphasis on construction of narrative, development of character, point-of-view, and adaptation across genres and mediums. This course is not repeatable.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 280
WORLD LITERATURE TO 1500
Undergraduate
Introduction to selected examples of world literature to 1500, focusing on mythology, epic and drama.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 281
WORLD LITERATURE SINCE 1500
Undergraduate
Introduction to examples of world literature since 1500. Focuses primarily on explorations of self and the world in drama, poetry, and the novel from the Renaissance through the Modern eras.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 284
THE BIBLE AS LITERATURE
Undergraduate
Introduction to the major stories, genres (e.g., poems, parables, prophecies) and intra-textual echoes of the Bible.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 286
TOPICS IN POPULAR LITERATURE
Undergraduate
Studies in the forms and functions of popular fiction. Variable emphasis on particular genres, including mystery and detective fiction, fantasy, science fiction, romance, gothic. Variable topics. (See schedule for current offerings.) May be repeated on different topics.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 288
AUTOBIOGRAPHY AND BIOGRAPHY
Undergraduate
Introduction to the forms, functions, problems and purposes of life-writing.
WRD 103 or HON 100 is a prerequisite for this course.

ENG 291
INTERMEDIATE FICTION WRITING
Undergraduate
Writing and analyzing short prose fiction. May be taken twice. May not be taken pass/fail.
ENG 201 is a prerequisite for this class.
ENG 292
INTERMEDIATE POETRY WRITING
Undergraduate
Writing and analyzing poems. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 300
COMPOSITION AND STYLE
Undergraduate
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 307
ADVANCED FICTION WRITING
Undergraduate
Writing and analyzing short prose fiction, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 308
ADVANCED POETRY WRITING
Undergraduate
Writing and analyzing poems, for students with prior workshop experience. May be taken twice. May not be taken pass/fail.

ENG 201 is a prerequisite for this class.

ENG 309
TOPICS IN WRITING
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 310
ENGLISH LITERATURE TO 1500
Undergraduate
Survey of English literature from the beginnings to 1500.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 311
CHAUCER
Undergraduate
A literature course is a prerequisite for this course.

ENG 319
TOPICS IN MEDIEVAL LITERATURE
Undergraduate
See schedule for current offerings

A literature course is a prerequisite for this course.
ENG 320  
**ENGLISH RENAISSANCE LITERATURE**  
*Undergraduate*  
Survey of English literature from 1500 to 1660.  

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 327  
**MILTON**  
*Undergraduate*  
A literature course is a prerequisite for this course.

ENG 328  
**SHAKESPEARE**  
*Undergraduate*  
Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 329  
**TOPICS IN RENAISSANCE LITERATURE**  
*Undergraduate*  
See schedule for current offerings.  

A literature course is a prerequisite for this course.

ENG 330  
**RESTORATION AND 18TH CENTURY LITERATURE**  
*Undergraduate*  
Survey of English literature from 1660 to 1780.  

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 339  
**TOPICS IN RESTORATION AND 18TH CENTURY ENGLISH LITERATURE**  
*Undergraduate*  
Selected authors, genres and topics in English literature, 1660 - 1780.  

A literature course is a prerequisite for this course.

ENG 340  
**NINETEENTH CENTURY ENGLISH LITERATURE**  
*Undergraduate*  
Survey of English literature from 1780 to 1900.  

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 346  
**NINETEENTH CENTURY IRISH LITERATURE**  
*Undergraduate*  
This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time.  

A literature course is a prerequisite for this course.
ENG 349
TOPICS IN NINETEENTH CENTURY ENGLISH LITERATURE
Undergraduate
Selected authors, genres and topics in English literature, 1780 - 1900.

A literature course is a prerequisite for this course.

ENG 350
MODERN BRITISH LITERATURE
Undergraduate
Survey of English and Irish literature in the twentieth century.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 354
THE IRISH REVIVAL
Undergraduate
The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it.

A literature course is a prerequisite for this course.

ENG 355
MODERN IRISH LITERATURE
Undergraduate
This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

ENG 357
TOPICS IN IRISH STUDIES
Undergraduate
Selected authors, genres, and topics in Irish literature and culture.

A literature course is a prerequisite for this course.

ENG 359
TOPICS IN MODERN BRITISH LITERATURE
Undergraduate
Selected authors, genres, and topics in twentieth-century British literature.

A literature course is a prerequisite for this course.

ENG 360
AMERICAN LITERATURE TO 1830
Undergraduate
Survey of American literature from the beginnings to 1830.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 361
AMERICAN LITERATURE 1830 TO 1865
Undergraduate
Survey of American literature from 1830 to 1865.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.
ENG 362
AMERICAN LITERATURE FROM 1865 TO 1920
Undergraduate
Survey of American literature from 1865 to 1920.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 363
AMERICAN LITERATURE SINCE 1920
Undergraduate
This survey focuses on twentieth- and twenty-first century American literary works, authors, and movements. Coverage will explore several genres, and expose students to the diversity of some major American literary movements and authors since high modernism.

ENG 364
AMERICAN GENRE STUDIES
Undergraduate
Studies in American drama, poetry, short story, or novel.

A literature course is a prerequisite for this course.

ENG 365
MODERN AMERICAN FICTION
Undergraduate
Major American writers of fiction in the twentieth century.

A literature course is a prerequisite for this course.

ENG 366
MODERN POETRY
Undergraduate
Twentieth-century English and American Poetry.

A literature course is a prerequisite for this course.

ENG 367
TOPICS IN AMERICAN STUDIES
Undergraduate
Selected authors, genres, and topics in American literature and culture.

A literature course is a prerequisite for this course.

ENG 369
TOPICS IN AMERICAN LITERATURE
Undergraduate
See schedule for current offerings. This course is repeatable with different topics.

A literature course is a prerequisite for this course.

ENG 370
HISTORY OF THE ENGLISH LANGUAGE
Undergraduate
Examination of the development of vocabulary and structure of English from its beginnings to contemporary British and American English usage.

WRD 104 or HON 100 is a prerequisite for this course.
ENG 371
AFRICAN-AMERICAN FICTION
Undergraduate
Selected novels and short fiction by twentieth-century African-American writers.

A literature course is a prerequisite for this course.

ENG 372
AFRICAN-AMERICAN POETRY AND DRAMA
Undergraduate
Survey of African-American poetry and drama from 1865 to the present.

A literature course is a prerequisite for this course.

ENG 373
MULTIETHNIC LITERATURE OF THE U.S.
Undergraduate
Readings in recent literature, primarily fiction, by American writers of various ethnic backgrounds, exploring the evolving concept of ethnicity in literature.

A literature course is a prerequisite for this course.

ENG 374
NATIVE AMERICAN LITERATURE
Undergraduate
Study of literature by Native-American writers with emphasis on twentieth-century works.

A literature course is a prerequisite for this course.

ENG 375
STUDIES IN SHORT FICTION
Undergraduate
The development of European, English, and American short fiction.

A literature course is a prerequisite for this course.

ENG 376
CREATIVE WRITING AND SOCIAL ENGAGEMENT
Undergraduate
Study and practice of creative writing in the contexts of community service.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 378
LITERATURE AND SOCIAL ENGAGEMENT
Undergraduate
Study of selected literary works in the contexts of community service. See schedule for current offerings. This course is not repeatable.

WRD 104 or HON 100 is a prerequisite for this course.

ENG 379
TOPICS IN LITERATURE
Undergraduate
See schedule for current offerings.

A literature course is a prerequisite for this course.
ENG 380  
**MASTERPIECES OF WORLD LITERATURE**  
*Undergraduate*  
Selected works in translation. Alternating emphases: from Classical Antiquity to the Middle Ages, or from the Renaissance to the present.

A literature course is a prerequisite for this course.

ENG 381  
**LITERARY THEORY**  
*Undergraduate*  
Study of the major approaches to analyzing literature, including formalist, historicist, psychoanalytic, post-structuralist, and feminist readings.

Advanced Standing in English (ENG 220 and ENG 221) or instructor permission is a prerequisite for this course.

ENG 382  
**MAJOR AUTHORS**  
*Undergraduate*  
Study of one or two major writers. May be repeated on different authors. See schedule for current offerings.

A literature course is a prerequisite for this course.

ENG 383  
**WOMEN AND LITERATURE**  
*Undergraduate*  
Study of literature by women, with attention to the literary traditions of women's literature, historical and theoretical perspectives on women as writers and readers, and issues of feminist literary history and criticism.

A literature course is a prerequisite for this course.

ENG 386  
**POPULAR LITERATURE**  
*Undergraduate*  
Studies in selected forms of popular literature.

A literature course is a prerequisite for this course.

ENG 387  
**TOPICS IN CONTEMPORARY LITERATURE**  
*Undergraduate*  
This course focuses on selected late twentieth- and twenty-first century literary works, authors, and movements.

ENG 388  
**TOPICS IN TRANSATLANTIC LITERATURE**  
*Undergraduate*  
This course focuses on transatlantic or circum-atlantic literary production and consumption.

ENG 389  
**TOPICS IN COMPARATIVE LITERATURE**  
*Undergraduate*  
See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.
ENG 390
SENIOR CAPSTONE SEMINAR
Undergraduate
Senior Seminar in Literature: a capstone course. See schedule for current offerings. This course is not repeatable.

Senior status and advanced standing in English are prerequisites for this course.

ENG 391
TEACHING ENGLISH
Undergraduate
Developing strategies for teaching composition, literature, and language skills to secondary-school students.

Advanced Standing in English (ENG 220 and ENG 221) is a prerequisite for this course.

ENG 392
INTERNSHIP
Undergraduate
Junior Standing or above is a prerequisite for this class.

ENG 397
NEWBERRY LIBRARY SEMINAR
Undergraduate
Newberry Library Seminar

ENG 398
LITERARY AND CULTURAL HERITAGE
Undergraduate
Study tours - locations, topics, fees, and credit vary.

ENG 399
INDEPENDENT STUDY
Undergraduate
Written permission of supervising faculty member and of department chairman required before registration.

ENG 400
STRUCTURE OF MODERN ENGLISH [FORMERLY ENG 416]
Graduate
A systematic outline of modern English from both traditional and contemporary linguistic perspectives. Examines descriptive grammars, word and phrase structure, syntax and semantics, and formal issues of style and rhetoric. Formerly ENG 416.

ENG 401
HISTORY OF THE ENGLISH LANGUAGE
Graduate
A systematic study of the nature, history and usage of the English language. The course traces the language from its origin to its present status in England and America.

ENG 402
HISTORY OF ENGLISH PROSE STYLE
Graduate
A survey of alternative theoretical approaches to the study of style, followed by intensive study of changes in the conventions of English prose from the Renaissance to the present.
ENG 407
LANGUAGE AND STYLE FOR WRITERS
Graduate
A comprehensive examination of structural elements and stylistic devices that experienced writers use across a number of creative and professional genres. Topics include components of style, sentence rhythm and prosody, diction choices, rhetorical punctuation, and the development of one's personal writing voice.

ENG 408
STYLISTICS
Graduate
Theory and practice in examining features of prose style, including linguistic, rhetorical and literary perspectives on style.

ENG 411
CHAUCER
Graduate
Chaucer's works in context of his milieu.

ENG 412
STUDIES IN ARTHURIAN LITERATURE
Graduate
Geoffrey of Monmouth, Wace, Layamon and Malory.

ENG 413
STUDIES IN MEDIEVAL LITERARY FORMS
Graduate
Alternating emphasis on poetic, narrative and dramatic genres of the 14th and 15th centuries.

ENG 419
TOPICS IN MEDIEVAL LITERATURE
Graduate
See schedule for current offering.

ENG 421
STUDIES IN ENGLISH RENAISSANCE PROSE
Graduate
Major prose works, including More's Utopia, Sidney's Apology for Poetry, Bacon's Essays, and Milton's Areopagitica.

ENG 422
STUDIES IN ENGLISH RENAISSANCE POETRY
Graduate
Alternating emphasis on the English epic, the 16th-century lyric, and the 17th-century lyric.

ENG 423
STUDIES IN ENGLISH RENAISSANCE DRAMA
Graduate
Tudor-Stuart drama, including works by Kyd, Marlowe, Jonson, Webster and Ford.

ENG 426
THE ESSAY: HISTORY, THEORY, PRACTICE (FORMERLY ENG 488)
Graduate
Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.
ENG 427  
MILTON  
Graduate  
Major poems and selected prose.

ENG 428  
STUDIES IN SHAKESPEARE  
Graduate  
Study of selected plays through various critical and scholarly perspectives.

ENG 429  
TOPICS IN RENAISSANCE LITERATURE  
Graduate  
See schedule for current offering.

ENG 431  
STUDIES IN THE EIGHTEENTH CENTURY NOVEL  
Graduate  
Representative English prose fiction, including Defoe, Richardson, Fielding, Sterne and the Gothic novel.

ENG 432  
STUDIES IN RESTORATION AND 18TH CENTURY DRAMA  
Graduate  
Studies in the comedy of manners, sentimental comedy, heroic drama, and bourgeois tragedy.

ENG 434  
STUDIES IN RESTORATION AND EIGHTEENTH CENTURY AUTHORS  
Graduate  
Alternating emphasis on, for example, Dryden, Pope, Swift, Johnson or other authors.

ENG 439  
TOPICS IN RESTORATION AND EIGHTEENTH CENTURY LITERATURE  
Graduate  
See schedule for current offerings.

ENG 441  
STUDIES IN ENGLISH ROMANTIC PROSE  
Graduate  
Major Romantic nonfiction prose writers, including Burke, Coleridge, Hazlitt, DeQuincey and Lamb.

ENG 442  
STUDIES IN ENGLISH ROMANTIC POETRY  
Graduate  
Alternating emphasis on major Romantic poets, including Blake, Wordsworth, Coleridge, Byron, Shelley and Keats.

ENG 443  
STUDIES IN VICTORIAN PROSE  
Graduate  
Major Victorian nonfiction prose writers, including Carlyle, Newman, Ruskin, Mill, Arnold and Pater.
ENG 444
STUDIES IN VICTORIAN POETRY
Graduate
Major Victorian poets, including Tennyson, Browning and Arnold.

ENG 445
STUDIES IN 19TH CENTURY BRITISH FICTION
Graduate
Alternating emphasis on major novelists including Dickens, Thackeray, the Brontes, Eliot, Trollope and Hardy.

ENG 446
NINETEENTH CENTURY IRI SH LITERATURE
Graduate
This course surveys a broad range of literature from nineteenth-century Ireland. It reads literature within the social and historical context of its day; in terms of the formation of individual, social and national identities; and within today's debate about Ireland's status at the time.

ENG 449
TOPICS IN 19TH CENTURY BRITISH LITERATURE
Graduate
See schedule for current offering.

ENG 451
STUDIES IN THE MODERN BRITISH NOVEL
Graduate
Alternating areas of emphasis, including Woolf, Joyce, Forster and Conrad.

ENG 452
STUDIES IN MODERN BRITISH POETRY
Graduate
Alternating areas of emphasis, including Yeats, Auden, Lawrence, Dylan Thomas, Eliot and Larkin.

ENG 453
STUDIES IN MODERN BRITISH DRAMA
Graduate
Representative British and Irish plays from World War I to contemporary times.

ENG 455
MODERN I RISH LITERATURE
Graduate
This course uses both historical and theoretical approaches to Irish literature written from the Literary Revival to the late twentieth century. It emphasizes the transition from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers.

ENG 456
CONTEMPORARY I RISH LITERATURE
Graduate
This course relates contemporary Irish literature to recent Irish history and to social and cultural change. It charts the ways in which patterns of individual, social and national identity have been challenged and renegotiated.

ENG 459
TOPICS IN MODERN BRITISH LITERATURE
Graduate
See schedule for current offering.
ENG 464
STUDIES IN AMERICAN AUTHORS
Graduate
Alternating emphasis on major writers, including Hawthorne, Melville, Poe, Whitman, Dickinson, Twain, Chopin, Crane, James, Wharton and Cather.

ENG 465
STUDIES IN THE MODERN AMERICAN NOVEL
Graduate
Alternating emphasis on major 20th-century writers, including Fitzgerald, Hemingway, Stein, Faulkner, Steinbeck, Porter, Penn Warren, Bellow, O'Connor, Oates and Morrison.

ENG 466
STUDIES IN MODERN AMERICAN POETRY
Graduate
Introduction to a wide range of twentieth-century American poetries, with alternating emphasis on modernists such as Frost, Eliot, Pound, Stevens, Williams, Moore, H.D., Hughes, and Rukeyser as well as more recent figures and trends.

ENG 467
STUDIES IN AMERICAN DRAMA
Graduate
American dramatists and dramatic movements.

ENG 469
TOPICS IN AMERICAN LITERATURE
Graduate
See schedule for current offering.

ENG 471
BIBLIOGRAPHY AND LITERARY RESEARCH
Graduate
Principles and methods of literary research.

ENG 472
STUDIES IN LITERARY CRITICISM
Graduate
Study of the theoretical foundations of literary criticism, exemplified by major texts from ancient Greece to the present.

ENG 473
TEACHING CREATIVE WRITING [FORMERLY ENG 485]
Graduate
Prepares English teachers to teach creative writing at the secondary and college undergraduate levels. Models the planning and directing of effective workshops in poetry and fiction writing. Formerly ENG 485.

ENG 474
TEACHING LITERATURE
Graduate
Prepares English teachers to teach literature at the secondary and college undergraduate levels. The course develops methods of teaching all literary genres, addresses problems in literacy, and focuses on the transactional nature of reading and writing.

ENG 475
TOPICS IN LITERATURE
Graduate
See schedule for current offering.
ENG 476
TOPICS IN GENRE AND FORM
Graduate
See schedule for current offerings. Formerly ENG 479.

ENG 477
TOPICS IN PUBLISHING
Graduate
See schedule for current offerings.

ENG 478
TOPICS IN TEACHING
Graduate
See schedule for current offerings.

ENG 484
WRITING WORKSHOP TOPICS
Graduate
See schedule for current offerings.

ENG 487
TRAVEL WRITING
Graduate
Writing travel essays: history and forms of the literary travel essay; writing about travel for the book and magazine market.

ENG 488
WRITING THE PERSONAL ESSAY
Graduate
Focuses on studying and writing creative nonfiction essays, with particular attention paid to voice, style, form and structure, narration and exposition, scene, and narrative distance.

ENG 489
SCREENWRITING
Graduate
An introduction to the craft of screenwriting. Covers principles of plot, dramatic conflict, characterization, dialogue, and screenplay form. Students develop short dramatic and documentary screenplays.

ENG 490
WRITING FOR MAGAZINES
Graduate
Covers the range of skills necessary for magazine writing. Discussion of the elements of style, humor, research, concept and imagery that characterize the literature of fact. Students investigate, compose and edit finished magazine articles to be submitted for publication.

ENG 491
SCIENCE WRITING
Graduate
An introduction to the creative career of science writing. Students research, write, and market articles on such subjects as astronomy, genetics, health, and technology for newspapers, magazines, e-zines, and innovative journals. No prior science background required.

ENG 492
WRITING FICTION
Graduate
A course in writing short stories. Emphasis is placed on class discussion of student writing.
ENG 493
WRITING POETRY
Graduate
A course in writing and reading poetry. Emphasis is placed on class discussion of student writing.

ENG 496
EDITING
Graduate
An introduction to editing principles and practices in professional and technical fields.

ENG 497
WRITING THE LITERATURE OF FACT
Graduate
An advanced course in reading and writing true-life stories in the nonfiction tradition exemplified by such writers as Dickens, Agee, McPhee, and Didion.

ENG 498
INDEPENDENT STUDY
Graduate
Independent Study

ENG 499
THESIS RESEARCH
Graduate
Thesis Research

ENG 500
INDEPENDENT STUDY
Graduate
Written permission of supervising faculty member and of the program director is necessary before registration. Variable credit.

ENG 501
THESIS RESEARCH
Graduate
Written permission of supervising faculty member and of the program director is necessary before registration. Limited to four credits.

ENG 502
CANDIDACY CONTINUATION
Graduate
Non-credit. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. $40.00 per quarter.

ENG 509
INTERNSHIP
Graduate
Internship

ENG 988
History Term Update Graduate
Graduate
ENV 101
INTRO TO ENVIRONMENTAL SCIENCE WITHOUT LAB
Undergraduate
ENV 101 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Students cannot receive credit for both ENV 101 and ENV 102.

ENV 102
INTRO TO ENVIRONMENTAL SCIENCE WITH LAB
Undergraduate
ENV 102 provides an overview of how the natural world works, how we interact with it and how we can work to protect, restore and sustain it for the future. Topics include an overview of basic ecological principles, population, biodiversity, energy, natural resources and pollution. The course emphasis is on the science behind current environmental concerns. Social, ethical, economic, and political perspectives are considered in order to provide perspective and a fuller understanding of the issues and their solutions. Lab investigations further develop scientific and environmental understandings. Students cannot receive credit for both ENV 101 and ENV 102. Lab fee applies.

ENV 115
ENVIRONMENTAL GEOLOGY
Undergraduate
An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic resources and the geological aspects of waste disposal and pollution. The course includes a three-hour lab. Students cannot receive credit for both ENV 115 and ENV 116. Lab fee applies.

ENV 116
GEOLOGY OF THE ENVIRONMENT
Undergraduate
An examination of the earth's materials and structures, and the processes responsible for their formation; how geologic processes and hazards influence human activities (and vice versa); and a discussion of geologic aspects of waste disposal and pollution. Students cannot receive credit for both ENV 115 and ENV 116.

ENV 117
EARTH THROUGH TIME WITH LABORATORY
Undergraduate
A general introduction to the 4.6 billion-year geologic history of planet Earth. The course scientifically explores the history of the earth from its formation to present day, the origin and transformation of rocks, internal and external geologic processes and structures, evolution and extinction of organisms, and patterns of Earth's environmental conditions through time. The course includes a three-hour lab. Lab fee applies.

ENV 150
FOUNDATIONS OF ENVIRONMENTAL STUDIES
Undergraduate
The purpose of this course is to introduce students to environmental studies. It presents students with an overview of the intersections between ecology, the social sciences, and the humanities that inform our vision of the rigor and power of interdisciplinary environmental studies. It draws upon the natural sciences, communication, geography, religion, history, literature, art and design, and public policy to stress the interrelationships between human society and the natural world. Students will study the effects of the human use of the natural world and the interactions of culture, society, resources, and the environment. We will examine the social, political, and economic institutions that impact the environment. Particular attention will be paid to how the role of power and inequality contribute to environmental problems and how those problems in turn, impact certain groups more than others (e.g. citizens of undeveloped nations, people of color in urban areas).

ENV 151
INTRODUCTION TO SUSTAINABILITY
Undergraduate
This course provides an interdisciplinary introduction to sustainability and examines the essential interdependence between environmental, human, and economic systems. The class focuses on the theories and practices that respect the Earth's ecological limits so that these systems remain viable now and into the future. Students will explore the interrelated environmental, social, and economic problems that we currently face at the local, national, and global scale and the solutions that individuals, governments, and institutions are implementing in an effort to ensure a sustainable future.
In this course, students examine the role of the environment and natural resources in neoclassical, environmental and ecological economics. First, students study mechanisms for efficiently allocating scarce resources among specific alternative ends and take a brief foray into environmental economics and learn methods of resource/environmental valuation. We also discuss aspects of macroeconomics as it pertains to ecological economics. Students come away able to critically assess the benefits and drawbacks of these three ways that the economy incorporates the environment. It also encourages ethical reasoning as we discuss distribution of environmental benefits over generations and globally.

LSP 120 or MAT 130

This course is an introductory history of the ideas of nature that emerged over the last two and a half centuries in Europe and the United States. We examine how the conceptions, meanings, and values of nature today have been influenced by the Scientific and Industrial Revolutions, Romanticism, and evolutionary theory; notions of the sublime, the frontier, and wilderness; and the practices of conservation, preservation, and restoration. Also discussed are the ideological commitments of current environmentalisms, in particular sustainability.

The environmental issues that confront us are both global and local; they involve political, economic and ethical decision-making by governments, corporations and citizens. Students will explore and evaluate diverse approaches to a range of such issues, as well as the ways different thinkers and different cultures have envisioned the relationship between human beings and the natural world—all with a view to understanding their own relationships to the natural world, their own environmental ethics.

Issues in Environmental Design is an introductory course that will examine concepts, theories and practices across multiple scales of design, including architecture, landscape architecture and urban design. Students will discuss and evaluate the design decisions that compose our built environment with a focus on contemporary ideas of ecological sustainability. Examples of excellence will be explored through the examination of case studies. The underlying theme is the connection between culture and nature, and how we may reduce our negative impact on systems that support all life while building positive systems that support all life.

In this course students will engage issues central to the design of landscapes, examining the complex exchange between social perception, ecological function and physical form in landscape architecture. Students will evaluate the formal character of particular landscapes and how this expression contributes to the overall experience of a place. The literary perspective of the course will focus on the rich tradition of associations between landscape design and social ideologies. Students will be asked to apply concepts from the literature to landscapes from their own personal experience to understand how meaning is both deeply personal and culturally derived. Students will extend this interpretation to creating their own landscape design for transforming an existing site in Chicago.

This course focuses on the interactions between urban areas and the environment. It is a discussion of the physical setting of cities; the water, energy, air and waste disposal needs of urban areas; and the effects of urban areas on the air, water and land environment.
ENV 202  
RESOURCES, POPULATION, AND THE ENVIRONMENT  
Undergraduate  
A course on the relationship between the exploitation of the biological, mineral and energy resources of the earth to support an increasing population, and the environmental effects of this development. To provide an overview of the current debate on the relationship between the growing human population worldwide, the natural resources required to sustain this population, and the consequences of resource exploitation for managing environmental quality. We will integrate the ecological, economic, and policy factors involved in natural resource management.

ENV 204  
ENERGY AND THE ENVIRONMENT  
Undergraduate  
This course is designed to provide students with the scientific tools necessary to understand and critically evaluate both personal and policy decisions regarding the variety of options (e.g. fossil fuel, solar, wind, etc.) for energy generation and use. The course also focuses on the environmental impacts of all forms of energy, from the extraction of fossil fuels and mineral resources from the earth, to the generation, distribution and consumption of energy, and ultimately emission of fossil fuel combustion products, notably carbon dioxide and other heat trapping gasses, to the atmosphere. Course fee applies.

LSP 120 is a prerequisite for this class.

ENV 216  
EARTH SYSTEM SCIENCE  
Undergraduate  
This course focuses on three of the great spheres of the Earth (lithosphere, hydrosphere and atmosphere) and how they interact with the biosphere to create an integrated Earth system with an emphasis on how human activities impact important earth system cycles. Students should have a basic understanding of how living organisms interact with their physical environment. Laboratory activities provide experience with the tools and methodology of systems thinking. Lab fee applies.

ENV 217  
HUMAN IMPACTS ON THE ENVIRONMENT  
Undergraduate  
A science-based course that examines the interface between humans and the living and non-living environment, the consequences of these interactions, and options for mitigating environmental impacts.

ENV 216 is a prerequisite for this class.

ENV 230  
GLOBAL CLIMATE CHANGE  
Undergraduate  
This course introduces the student to the general principles of climate change and how it affects weather, agriculture, ocean levels, etc. In recent years, the problem of global climate change became one of the most important issues in science and politics. This course will cover topics like natural and human made climate changes, the handling of proxy data and data methods, and social behavior.

ENV 235  
ENVIRONMENTAL EDUCATION AND STEWARDSHIP  
Undergraduate  
This unique J EYL course is for junior level students with diverse majors interested in experiential learning within the field of environmental education. In partnership with the Chicago Academy of Sciences? Peggy Notebaert Nature Museum, students will not only gain valuable content knowledge on the region?s natural history, but also apply that knowledge via service learning in a museum setting. Enrolling in this course is an opportunity to witness and interact with the professionals, pedagogy, science, and practice of promoting environmental literacy.

ENV 240  
INTRODUCTION TO HORTICULTURE  
Undergraduate  
This course introduces the principles and core practices involved in the culture of plants. Topics include the uses of plants and horticultural practices throughout history; the botanical and horticultural classification of plants; plant structure and function, growth and regulation; environmental requirements for plant growth; genetic modification of plants; plant reproduction and propagation; and plant pests and diseases. The course also considers environmental issues in horticulture including xeriscaping, biodiversity and the use of native plants, water management and rain gardens and hydroponics and container gardens.
ENV 245
URBAN AND COMMUNITY AGRICULTURE
Undergraduate
This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, case-study approach, this course will explore issues such as food security, community gardening, farmers markets, the locavore food movement, entrepreneurial aspects of urban agriculture, methods of urban food production, and food consumption patterns. The course will meet in the classroom and on-site at the DePaul urban farm and greenhouses. In addition, students are expected to spend several hours each week outside of class time engaged in hands-on experience in urban farming at DePaul or at local sites arranged with the instructor.

ENV 250
APPLIED ECOLOGY
Undergraduate
An examination of how ecological principles are applied in order to understand and improve the relationship between humans and the natural environment. Cannot receive credit for both ENV 250 and BIO 215. Lab fee applies.

ENV 260
ENVIRONMENTAL DATA ANALYSIS
Undergraduate
This course provides an overview of the biometrical techniques employed in the analysis of environmental data. Topics include: handling of data, experimental designs, testing for differences between an experimental and a control group, testing for differences among many groups, and determining trends in data. Data from the environmental sciences is used throughout, and students are introduced to appropriate software for data analysis.

ENV 294
SECOND YEAR SEMINAR
Undergraduate
The purpose of this course is to advance ecological literacy. The seminar presents the study of the environmental to students in a philosophical, cultural, and historical context, and in addition makes them aware of some foundational ideas of the discipline through a selection of new and classic literature. 2 quarter hours.

ENV 300
PLANT IDENTIFICATION
Undergraduate
An in-depth overview of plant families and species in the Chicagoland area. Lectures will focus on morphology of plants, evolutionary relationships among plant families, and terminology of plant structures. Students will use botanical keys and manuals for the area to identify plants and will learn collection techniques. Plant species will be collected in their natural habitats during field trips. Lab fee applies.

ENV 310
ENVIRONMENTAL SOIL SCIENCE
Undergraduate
An examination of the physical, chemical, biological and engineering properties of soils, their genesis and classification, how they function as sites of waste disposal, and their role in global agricultural production. The course includes a three-hour lab and a mandatory Saturday field trip. Lab fee applies.

ENV 315
PLANT ECOLOGY
Undergraduate
This course focuses on how plants are affected by abiotic factors in the environment and interactions with other organisms. Goals are to improve students' abilities to understand research papers, present overviews of current research, design experiments, and analyze data. The course includes weekly labs with greenhouse experiments or field trips followed by data analysis. Topics include germination ecology, pollination biology, competition between plants, and effects of herbivory. Lab fee applies.

ENV 250 or BIO 215 or permission of instructor is a prerequisite for this class.
ENV 316  
CHEMISTRY OF EARTH SYSTEMS  
Undergraduate  
This class focuses on the impact of pollution on the Earth's ability to provide clean air, water and food for human consumption. The industrialization of the economy during the last 150 years has greatly increased the amount of waste that is sent into the four Earth spheres: the atmosphere, hydrosphere, lithosphere and biosphere. These emissions directly harm organisms and also cycle back to pollute essential ecosystem services provided by the Earth. This class will consider the source, transport, transformation and ultimate fate of pollution emitted into the air, water and solid Earth. Examples will include relatively simple cases (agricultural pesticides harming birds) and range to more complex interactions (depletion of stratospheric ozone by CFCs and the increase in harmful ultraviolet radiation). The laboratory component will be project based and some work can be completed outside of the assigned lab time. Lab fee applies  
ENV 216 and CHE 132 are a prerequisite for this class.

ENV 320  
CONSERVATION BIOLOGY  
Undergraduate  
Conservation biology is an interdisciplinary endeavor concerned with the protection and management of biodiversity. It employs insights from the biological sciences, from the theory and practice of natural resource management, as well as from the social sciences and humanities. The reach of the discipline is vast?ranging across all organismal groups and the landscapes and processes that sustain them?we will therefore restrict ourselves to a general overview and draw upon a series of case studies in Chicago area. Lab fee applies.  
BIO 215 is a prerequisite for this class.

ENV 322  
ECOSYSTEM ECOLOGY  
Undergraduate  
This course will introduce students to the conceptual and methodological tools of ecosystem ecology. The course will focus on understanding the fundamental structure and function of ecosystems but will also address very recent debates on the economic value of ecosystem services, the role of biological diversity in maintaining ecosystem processes, and the consequences of stressed and degraded ecosystems for human welfare. Finally, we assess the role of ecosystem ecology in designing sustainable restoration projects. The course includes a weekly lab.

ENV 340  
URBAN ECOLOGY  
Undergraduate  
In this course we examine the way ecological ideas can increase our understanding of cities in ways that assist us in making cities more habitable?cleaner, healthier and more biodiverse. We will pay considerable attention to the ways in which ecology can be broadened by its encounter with disciplines that have historically paid more attention to the city?urban sociology, anthropology, economics, demography, architecture and planning. This course has a required lab; some Saturday field trips.  
BIO 215 or ENV 250 is a prerequisite for this class.

ENV 345  
URBAN AGRICULTURE  
Undergraduate  
This course will acquaint students with the challenges, opportunities, practices, and transformative potential of urban agriculture. Taking an interdisciplinary, integrative, case-study approach, this course will explore issues such as food access, food security, food deserts, community gardening, farmers markets, locavore food movement, entrepreneurial aspects of urban agriculture, method of food production, community nutrition, and food consumption patterns. The course will meet both in the classroom and on-site at an urban farm, where students will work in all aspects of the farm as well as learn to organize communities in an effort to help them create food security and access to healthy food systems.

ENV 350  
ENVIRONMENTAL IMPACT ANALYSIS: CAPSTONE  
Undergraduate  
This course examines basic core concepts of and current issues in environmental science drawing on perspectives of the liberal studies curriculum, including reflectiveness, value consciousness, critical and creative thinking, and a multicultural perspective. Senior standing in Environmental Science or Environmental Studies
ENV 355  
INTRODUCTION TO ENVIRONMENTAL HEALTH  
Undergraduate  
Study of the environment factors that influence health. Topics include air and water pollution, global population and local community dynamics, toxicology, infectious and chemical agents, radiation, and management.

ENV 360  
RESEARCH METHODS  
Undergraduate  
ENV 360 is intended for junior year Environmental Science majors who are preparing for their senior research projects. Topics include nature and philosophy of science, experimental design, statistical analysis and scientific writing, focusing on common concerns and pitfalls of the environmental science researcher. Students develop a literature base and thesis proposal on a topic to be determined in the first weeks of the course.

ENV 361  
RESEARCH IN ENVIRONMENTAL SCIENCE  
Undergraduate  
ENV 361 is for students who are currently working with an ENV faculty mentor on a research project. Restricted to students majoring in Environmental Science or Environmental Studies; permission of instructor required.

ENV 360 is a prerequisite for this class.

ENV 362  
SENIOR THESIS  
Undergraduate  
ENV 362 is designed for Environmental Science students working on their senior thesis. 2 quarter credits.

ENV 360 is a prerequisite for this class.

ENV 390  
SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE  
Undergraduate  
Variable topics.

Junior standing or above and an Environmental Science or Environmental Studies major are a prerequisite for this class.

ENV 397  
RESEARCH  
Undergraduate  
Variable credit. Permission of instructor and chair required.

ENV 398  
TRAVEL/STUDY  
Undergraduate  
Foreign and domestic study tours by special arrangement with sponsoring programs: Variable credit.

ENV 399  
INDEPENDENT STUDY  
Undergraduate  
Variable credit. Permission of instructor and chair required.

ENV 506  
EARTH RESOURCES AND HUMAN SOCIETY  
Graduate  
This course will provide an overview of the relationship between the growing human population worldwide, the natural resources required to sustain this population, and the consequences of resource exploitation for managing environmental quality. We will integrate the ecological, economic, and policy factors involved in natural resource management. For graduate students in sustainable management.
ENV 344
ENVIRONMENTAL JUSTICE AND ADVOCACY
Undergraduate
This course explores the roles of individuals and organizations in advocacy through the lens of environmental justice, particularly as power arrangements facilitate or impede consensus building. The course examines how legislation is written and how this process has impacted communities of color. Special attention is paid to advocacy techniques such as lobbying, movement-building, public education and litigation.

FA 105
ESSENTIALS OF COMPENSATION MANAGEMENT
Undergraduate
This course will examine the strategic use of compensation systems by management to attract, motivate, retain, and reward employee performance. This course will explore the factors of job analysis, job description, and job evaluation as the basis of compensation strategy offering students an opportunity to develop competencies in making equitable compensation decisions. Competences: H3B, FX. Faculty: Tyler Kahdeman

FA 110
ESSENTIALS OF TRAINING AND DEVELOPMENT
Undergraduate
This is a 5-week, 1-competence course on Employee Training and Development. Students will learn the basic processes of employee training and development, including needs assessment, theories of learning and behavior change, training design to support appropriate selection or development of training, delivery of training, issues of transfer, and assessment of results. Students may focus on developing a training or development program for an F-X competence, or on their experience of training for an H-2-X competence. Competences: H2X, FX. Faculty: Beth Rubin

FA 111
SNL AND CAREER PATHWAYS
Undergraduate
Are you trying to decide on a career path, or want to change careers and are not sure in which direction to head? Career Pathways is a one-competence hybrid course designed to complement a student’s plan of study. It is an exploration of the academic, cognitive and interpersonal skills that a liberal arts education fosters, with an emphasis on the practical value of a liberal arts education in today’s workplace. Students will explore the career potential of their education, examine a variety of career pathways and determine the important role careers can play in contributing to society and the global workplace. During the course students will assess their personalities, interests and leveraging their skill set into a matching career. Under close examination, students will study their own individual skills, values and interests; learn how to manifest these skills, values and interests effectively; and begin to articulate possible career pathways which are mindful of society and workplace needs. Competences: FX and H3X. Can only be taken for one competence. Faculty: Donna Del Guidice

FA 112
EXPLORING SUCCESS TECHNIQUES FOR ENHANCING CAREER SKILLS
Undergraduate
This course will address challenges that individuals encounter as they seek to advance in the job market as well as the problems faced within the workplace. The purpose of the course is to refresh and increase your effectiveness and preparation as a job seeker in your chosen field. The course will cover areas such as resume and cover letter writing, interviewing techniques, and effective job searches. Meets first five weeks of the quarter. Competencies: H3X, FX. May only be taken for one competence. Faculty: Bernadine Thomas & Jennifer Weggeman

FA 121
F1 / EXPER LRNG EVAL: DESIGN A PLAN FOR DEVELOPMENT IN ONE'S FOCUS AREA
Undergraduate
This course satisfies a degree requirement in the Focus Area. Competence: F1 - Statement: Can design a plan in one's focus area based on an analysis of elements that comprise that area.

FA 122
FX / EXPERENTIAL LEARN NG EVALUATION: INDIVIDUAL FOCUS AREA ELECTIVE
Undergraduate
This non-credit hour course satisfies a degree requirement in the Focus Area as part of SNL's independent study options. FX - Individual Focus Area Elective

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In a professional or business setting, writing is not only a main means of communicating but also a tool for getting things done. It is through writing that an organization demonstrates its worth and achieves its goals. Anyone with good writing skills is at an advantage in the workplace. Unfortunately, when people lack good writing skills, their overall abilities and performance may be questioned. It is not surprising that many professionals, no matter how accomplished they are in their area of expertise, are anxious when they have to write. And, writing often becomes a point of contention when people on the job don't agree on whether a piece of writing is effective or how to go about improving it. Those who delegate responsibility for writing to others often feel frustrated that they end up having to do the work themselves - a situation that invariably leads to their employees feeling criticized and insecure in their job. Needless to say, the duplication of work effort, the loss of productivity, and the inevitable bad feelings undermine the work environment, often leading to individuals resigning or being dismissed. In fact, according to a recent survey of Fortune 500 executives, poor reading and writing skills is the most frequent reason for dismissal of first-year employees. Competences: L7, H3D, FX. Faculty: Michelle Greenberg
FA 134
ESSENTIALS OF MANAGING INTERNATIONAL RELATIONS - A CROSS-CULTURAL PERSPECTIVE
Undergraduate
This course will examine main subject areas in cross-cultural management and will bring together important research findings related to International Relations. As globalization shapes the role of managers, managers' responsibilities in the international business affairs become the norm rather than the exception, and as such, establishing and maintaining contacts with other cultures becomes commonplace. In this course you will examine cross-cultural management issues from a predominantly psychological perspective, as opposed to being country specific. Thus, the focus will be placed on interactions of people from different cultures in organizational settings. This approach helps you understand the effect of culture that can be applied to a wide variety of cross-cultural interactions in a number of organizational contexts. Students of organizational behavior, industrial and organizational psychology, and social psychology will find many of the topic areas familiar; however, the focus of this course is on application of these concepts to managing international affairs. Competences: H1C, H1E, FX. Faculty: Kumiko Watunuki

FA 135
PROPERTY: LAW, POLICY AND EVERYDAY IMPLICATIONS
Undergraduate
This course will examine how the American legal system defines and handles transactions and disputes related to real estate and personal property. Simulations and written exercises will help to explain in practical terms how law surrounding property issues was made, and how it evolves. Topics to be addressed in this course will include: finance & sale of real property, how the title system works, zoning and government taking by eminent domain, the intersection of civil rights and the U.S. Constitution with property law, landlord-tenant issues, and disputes related to personal property. Whether you are interested in learning about how law and public policy are made, or simply wish to know more about real-life issues that arise when you buy or sell a home or must default on a mortgage, this course will advance your understanding and arm you with useful information. Competences: H2A, FX, H1X. Faculty: Staff

FA 136
THE LANGUAGE AND LEADERSHIP OF ORGANIZATIONAL CHANGE
Undergraduate
This class would explore the impact of language on an individual's ability to learn and change him/herself as well as the human systems or organizations we are in. Using as a primary text "How the way we talk can change the way we work" by Robert Kegan and Lisa Laskow Lahey, students will examine the inclination not to change (or equilibrium) that is inherent in each individual and organization and how language impacts this. Students will also examine individual learning and bottom up change in the context of organizational learning and change. In addition to providing learning around the content of the class, students will work collaboratively in small groups to support each others' efforts thereby functioning as learning communities. Competences: L7, H3G, H2X, H3X. Faculty: Paula Bartholome

FA 137
WHO IS #1? TODAY'S SUPER POWERS
Undergraduate
History tells us that sooner or later, empires fall. There has been a good bit of activity on this front in the last few decades. It all makes you wonder: What is a super power? What influence to super powers exercise over our economic and social lives? Is the US a super power? How are Americans viewed across the globe? and...what about our ability to deal with economic and social equality right here at home? In this course, students will examine international economics, the effects of globalization on us and on the world, and the ways in which our lives might or might not be changed by our place in the global network. Students will look at these issues from the global perspective, and will also examine them from national and personal perspectives. Competences: H4, H5, FX. Faculty: JoAnn Gesiakowska

FA 195
CAPITALISM IN CRISIS
Undergraduate
The United States experienced an economic crisis in the fall of 2008 that nearly bankrupted the country. It could also have led to the collapse of democracy as we know it. When we study United States History, we tend to concentrate on political and social issues. Our historical education involves social movements and legislation, political parties and wars. The recent crisis has taught us that we must become literate in economics. What do we know about derivatives, bubbles, collateralization of debt, no doc loans, and open market operations? How do these things influence us? The recent debate and implementation of universal health care raises many ethical issues. Does every citizen have the right to health care? Is it the government's role to ensure that this happens? What economic rights does a citizen have? Should the government foster entitlement programs? How does the current US health care system compare with other industrialized nations' systems? In this course, students will study the major components of our economic system and will review its current stressors and weak points. Competences: FX, H4, A3C. Faculty: JoAnn Gesiakowska
FA 196
MANAGING A SUCCESSFUL BUSINESS
Undergraduate
The intent of business planning is to set the foundation for business success. More than one business has been put out of business when it experienced unplanned rapid growth. Students learn the financial and management aspects of business along with techniques for defining financial tracking methodologies that uncover and deal with potential problems at an early stage. Special emphasis is placed on merger and acquisition as a forward-looking method for creating new business opportunities and success. Students will work in groups to understand the detailed realities associated with being on the seller and buyer side of a business sale/purchase. Methods of post sale business integration are also discussed. It is strongly recommended but not required that students take “Starting a Successful Business” before taking this class. This class is represents the capstone class of the Entrepreneurship Series. Basic business planning and financial analysis skills along with an understanding of entrepreneurship fundamentals is assumed. Competences: H2X, FX, L7, A5. Faculty: Ed Paulson

FA 197
DEVELOPING SUPERVISORY SKILLS FOR THE 21ST CENTURY
Undergraduate
As we entered the 21st Century, a change is occurring with respect to the age and the make-up of the working population, which can have a significant impact upon the management of people. Furthermore, challenges facing American managers today are not only the profit/loss oriented business decision-making, but also improve their skills in working with people. Topics that will be covered not only prepare managers for change, but also guide and position them for the future. Workforce 2020, a sequel to Workforce 2000, offers the best ideas about what lies ahead and what Americans - collectively and individually, in large and small firms, in federal agencies and in small-town development commissions - should do to prepare for the journey to Workforce 2020. This course will examine how fundamental changes are altering the workforce of tomorrow and address the seemingly intractable issues and concerns managers face today and offer a new way of dealing with them. Competences: A4, H1I, H2C, FX, L7. Faculty: Kumiko Watanuki

FA 201
HELPING CHILDREN BE MORE SUCCESSFUL IN SCHOOL
Undergraduate
This course is designed to teach strategies to adults for helping children in school, regardless of age. We will explore the various ways people learn and discover techniques used to enhance learning. This course combines lecture, discussion, small group work, student presentation, and student participation in class discussion. Competencies: A3X, H3X, L7, FX. Faculty: Angeline Ross

FA 202
EMOTIONAL COMPETENCE FOR ADULTS
Undergraduate
We've all known people who were brilliant but ineffective because they couldn't manage themselves or learn to interact with others. It is nearly impossible to be successful at work or beyond without balancing thinking and feeling and developing skills in self-awareness, self-regulation, and interpersonal communication. This course will examine a framework of emotional competence and its application to a variety of settings, with special emphasis on abilities required to work effectively in teams. Readings will be drawn from emotional intelligence as it relates to the workplace, to parenting and public education, and to personal growth. In addition, film will be used to demonstrate these abilities and to inspire us to work toward our own development. Competencies: H2X, H3X, L7, FX. Faculty: Donna Younger

FA 203
MANAGING CAREER TRANSITIONS
Undergraduate
We live in times of dramatic change and unprecedented challenges and opportunities. Changing demographics, new technology, a global economy, and new demands on workers will bring sweeping change to the world of work of the 1990s and beyond. Through lecture, discussion, and small group research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well their individual area of specialization. Pre-1999 Competencies: WW-1, HC-H, HC-Q. BA-1999 Competencies: F-1, H-2-F, L-9. Faculty: Miriam Ben-Yoseph.

FA 204
CYBER ETHICS
Undergraduate
As with any communication tool, we use computers for good or for evil. We sell and buy, so we can steal; we can post our ideas so that anyone can see them, so we can build others up or tear them down, steal their work and call it ours. We can show pictures of family or friends, of products, of naked people engaged in lewd and obscene activities; we can invite people to our homes, find how to get there by map or directions, so we can proposition children and know where to find them. That we can do these things means we must struggle with the rights and privileges of individuals and groups in a free society where the law provides legal protections to free speech and past history mitigates against burning books and preventing assembly. This course opens the door on the questions this technology and easy access for most people. We find more questions than answers and we will leave this course with new insight into the tensions posed when living in a virtual community. See also. http://condor.depaul.edu/~jwillets/cyberethics/ Competencies: A3X, A4, H1X, FX Faculty: John Willets
**FA 205**  
**TEAMWORK FOR PERSONAL AND PROFESSIONAL DEVELOPMENT**  
**Undergraduate**  
Teamwork is a highly valued and often misunderstood means of getting something accomplished through a collective effort. It is the most complex competence in Goleman's emotional intelligence constellation because it relies on the personalities, histories, preferences, skills and other attributes of individuals who comprise the group. This hybrid course will explore the variety of skills and abilities of individuals that contribute to effective teamwork. The 6 in-class sessions will explore the learning dimension through a structured simulation and will discuss other approaches to teamwork based on readings from the text and readings drawn from the literature of organizational development and emotional intelligence. We will use Blackboard for discussion in between class sessions and to give teams a virtual place to meet and complete their work. Competences: A3X, H2X, L7, FX. Faculty: Donna Younger

**FA 206**  
**HUMAN RESOURCES CASE STUDIES**  
**Undergraduate**  
HR professionals will tell you that liking people is not a good reason to go into their field. In fact, it sometimes seems likely that HR decisions are made with anything but the human element in mind. Is business in general a field which fits into the human community or is it something which exists outside our social structures and social rules? In this course, students will examine a variety of examples of how people act at work, and how the vicissitudes of the workplace influence their lives. Competencies: A3D, H3B, H4, FX. Faculty: Jill Joachim

**FA 207**  
**BUSINESS DECISIONS: MONEY AND BANKING**  
**Undergraduate**  
In this course, students will learn that the Federal Reserve System, our national bank is a privately held corporation and not part of the national government. Who controls the Fed? How well do we understand the institution that influences so much of the average American's financial security as well as the American economy through interest rates? This course will explore the history of the Federal Reserve System and its historical effects on the American and global economic systems. The stock market waits anxiously for the latest Federal Reserve report. Small business owners and multi-national corporations are equally dependent on decisions made by this economic body. While many citizens are aware of the taxing and spending policies of government and fiscal policy, we comprehend very little about our central banking system and monetary policy. The purpose of this class is to aid learners in unraveling the mystery of the Fed. Competences: FX, H2X, S1X. Faculty: JoAnn Gesiakowska

**FA 208**  
**SUCCESSFUL SALES AND MARKETING MANAGEMENT FOR BUSINESS TODAY**  
**Undergraduate**  
Sales Management is one of the most important jobs in business today. It is the focal point for managing customer relations, and is critical for sustaining profitability and growth. It draws on a broad spectrum of skills and offers many desirable career paths for both entry level as well as experienced workers. Sales Management techniques are applicable in a wide variety of business settings, and the basic framework and details apply in all of them. The purpose of this course is to present a practical, contemporary framework for Sales Management. It starts with basic sales analysis techniques for determining company position in the market. From there it explores modern sales techniques for facilitating the customer's buying decision. It then covers the major Sales Management job functions, such as Territory Management and Sales Training. The course concludes with a discussion of leadership and psychological skills that make for Sales Management excellence. Students will learn Sales Management via course lectures, textbook reading, Internet searches and independent research at the company they work for. The class will be divided into teams whose Course Assignment is to apply the course material to a Sales Management Case Problem of their own choosing. Overall course grade will be determined by how well they do weekly homework assignments and how well their teams apply the course material to their Sales Management Case Problem. Competences: H-2-X, H-3-X, S-3-F, F-X. Faculty: Clifford Ratza

**FA 209**  
**CONSUMER INSIGHTS**  
**Undergraduate**  
In this course, students will explore the processes that consumers use to make decisions. Understanding of consumer segments is developed and applied to create communication strategies. Through coursework, students demonstrate an understanding of various topics including how market intelligence is collected, market segmentation, the impact of various cultural influences on behavior, elements of persuasive communication and development of consumer-oriented strategies. Cultural norms influence receptivity to marketing communication messages. In-depth consumer knowledge of a sub-cultural segment is learned and applied as students conduct market research. Based on analysis, students develop communication objectives, positioning statements and strategies for consumer communication. The role of mass media is examined in two distinct areas. Mass media influence cultural values by reinforcing norms for consumer needs and wants. Mass media are also important means for communication of targeted advertising messages. Students are placed in decision-making roles through exercises and case analyses. Strategic skills are developed through assessment of effective means for communication with consumers based on consumer insights. Competences: H1A, H2G, FX, A2X. Faculty: Halina Cowin
FA 211
DEVELOPMENT OF PRODUCTS AND SERVICES
Undergraduate
The design of new products and services that exceed customer expectations with quality is a key competitive advantage in today’s markets. The course will provide students with an overview of the Total Design Process Methodology, as well as an introduction to tools and techniques that enable the integration of marketing, design and other supply chain elements to develop successful projects. Students will apply the tools and ideas described in the course in the generation of a consumer product or service concept that will be developed throughout the term.
Competencies: H2C, S1E, FX. Faculty: Eduardo Bascaran

FA 212
CONFLICT, WORK PERFORMANCE, AND EMPOWERING EMPLOYEES
Undergraduate
The empowered employee is the successful employee. This course will provide students with real world techniques for creating high performing organizations. Effectively addressing inevitable workplace conflicts is an essential skill for any leader who wants the maximum productivity. Students will study proven interpersonal communication and negotiation concepts that can be used to create win/win solutions for any workplace conflict. The utilization of interest based conflict management and crucial conversation concepts will fundamentally alter the student’s perception of conflict. In turn, they will see conflict as an opportunity. This course will also provide learners with key leadership concepts that are essential for developing strong collaborative teams. Competences: L7, A3D, H3D, FX. Faculty: Joe Aceto

FA 214
ENTREPRENEURIAL ACCOUNTING
Undergraduate
Entrepreneurial Accounting is a thorough coverage of financial and management accounting topics in an economically challenging business environment. Clear principles and procedures are used to demonstrate the complete accounting cycle in any type of organization: For-Profit or Non-Profit. General purpose financial statements are prepared and examined from a fundamental understanding of how for-profit and non-profit businesses operate in a dynamic and changing business marketplace. Specifically, the reach of this course will be on a global environment that is characterized by a high degree of uncertainty. We will examine a variety of accounting challenges faced by business from an international perspective. This will have important implications on the way a company becomes more competitive and thus profitable. As such each of you will be assigned a company on day one of class to manage through a series of accounting dilemmas often both inside and outside our borders. As you acquire the requisite skills (throughout the term) to meet those challenges you’ll execute decisions that will change the management course of the company. It is through this individual decision making that you’ll learn what works and what doesn’t and why. This is not a static accounting course. Your decisions will have an impact on the direction of the company. We will also cover a series of topics that will enhance your understanding of financing techniques and options through detailed ratio-analysis. This will advance your ability to understand and seek creative financing for any ideas you might have in the future. This is essential if you have that entrepreneurial spark that just needs some financial backing and support to get started. As this is an accounting course we would expect some proficiency in basic quantitative/mathematical ability. You should also be able to use a calculator reasonably well. Competences: L7, H2X, H5, FX Faculty: Robert Cronberg

FA 217
NEW SOCIAL MEDIA MARKETING AND CULTURE
Undergraduate
This course discusses how digital media technology has changed marketing, examines the strategic use of digital and social media for business strategies on how to use platforms as Facebook, YouTube and Blogs. Student will learn how to integrate this new technologies in marketing campaigns to enhance branding and create product awareness. Students will be able to use new media applications and conduct a digital media analysis. This course is designed to learn how to use new media to create a marketing and communications strategy, not special technology skills such as HTML or programming are required but internet skills are necessary. Students are encouraged to use multimedia tools in the production of final work. Competences: A2D, H1X, S3A, FX. Faculty: Esther Quintero Guzman

FA 218
MARKET RESEARCH, CORPORATIONS, AND YOU
Undergraduate
In this class, students will learn fundamental market research concepts and methodologies; apply them to both the business world and their personal world; and become intelligent consumers who can more consciously navigate their relationship between those worlds. In doing so, students will also develop perspectives on market research processes and practices related to the field’s three guiding participants: researchers, who want to use the tools at their disposal to use and present information they can trust and support; businesses, which need to translate these findings into real-world decision making that helps sell consumer products and services; consumers, whose purchasing behavior and arguably much of their everyday existence is influenced significantly by market researchers and businesses intent on accessing their wallets. To gain these perspectives, students will learn and apply quantitative and qualitative research tools and methodologies used by businesses to identify, build, and leverage their relationships with consumers. Examples include secondary research assessment and synthesis; survey design; ethnography; and focus groups. Statistics and advanced math are not required for this course and will not be taught during the course. Building blocks for success include logical reasoning and critical thinking skills, a strong spirit of inquiry, inquisitiveness about human behavior, and analytical creativity. Competences: H2X, S2X, FX. Faculty: David Morris
FA 219  
NEGOTIATIONS FOR BUSINESS SUCCESS  
Undergraduate  
Negotiation techniques are applicable in a wide variety of personal or business settings, and the basic framework and details apply in all of them. The purpose of this course is to emphasize business negotiation and cover those practical and contemporary techniques that work. It starts with a basic framework for negotiation and its components. From there it explores negotiation from a global perspective. This has become increasingly important as a result of the rapidly developing world economy, offshore outsourcing and the power of multinational corporations. The topic is even more vital as business negotiations, particularly on the global front, can be expected to toughen in the wake of the economic crisis that emerged in 2008. The course concludes with a discussion of personal and psychological skills for persuading and influencing others.

FA 220  
DEVELOPING CONSULTING SKILLS  
Undergraduate  
This course will help students learn how to start and operate a consulting business enterprise. Materials will address consulting purposes, skills, and techniques. Through class discussions and exercises, readings and assignments, students will learn how to create, organize, and operate a consulting enterprise. Students will review detailed analyses of consulting proposals, contracting, client needs and expectations, needs analysis and evaluation, project planning, data collection and analysis, resistance, client relationships, change management, feedback, pricing, presentation and facilitation skills, and ethical considerations. Competencies: H1X, H3D, FX. Faculty: Thomas Nowak

FA 221  
ENTREPRENEURSHIP: FROM START-UP TO SUCCESS  
Undergraduate  
In this course, students learn the essential attributes of an entrepreneur and the stages one goes through in taking the seed of an idea and growing it into a successful business. But it also takes more than a good business plan and money to succeed - entrepreneurs must understand that all too often, the strengths that helped them be successful as a start-up become liabilities to overcome in order to take their business to the next level. This course provides practical insights into the differences between effective leadership and management by exploring the concepts of Emotional Intelligence in the workplace and how to identify and develop human capital - the lifeblood of every business. Competences: L7, H2C, H3D, FX. Faculty: Michael Shapiro

FA 223  
EVALUATING ACCOUNTING & FINANCE PRINCIPLES: A GLOBAL PERSPECTIVE  
Undergraduate  
This course introduces the basic principles and quantitative methods which embody the fields of finance and accounting. Moreover, the course demonstrates how the two disciplines complement each other to facilitate various types of sensitivity analyses in a global environment. The students will learn (1) the fundamental framework of accounting; (2), the criteria used for making finance decisions related to investing, forecasting& planning; and (3) the financial tools applied to evaluate the financial performance of a business. Additionally, students will be given an introduction to the international financial markets, the international flow of funds and exchange and interest rate determinations. We will also discuss the challenges behind recent plans to integrate International Financial Reporting Standards (IFRS) with U.S. GAAP (Generally Accepted Accounting Principles) and why it is such a hot topic among accounting professionals today. There is no accounting or finance background required for this course. Students should have an understanding of basic algebra and ratios. Competence: H2X, H5, S3D, FX. Faculty: E. Pete Lewis

FA 224  
CREATIVITY AND INNOVATION IN THE WORKPLACE  
Undergraduate  
This is a survey, review and analysis of creative problem solving techniques and approaches used in a variety of settings: corporate, small business, personal, etc.. The course should help students understand the importance of certain types of personal creative approaches and social interaction for product development and planning and other business activities. Students will reach a better appreciation of innovative thinking for themselves and for their companies’ functioning and existence. The students will obtain increased appreciation of group objectives and communication in their personal lives. The course will introduce basic techniques for idea generation to stimulate new and different approaches toward solutions to a variety of problems and opportunities. Each student will make a class presentation on a personally selected contemporary topic relating to the need for creative solutions. These and other student-suggested topics will be discussed in small groups. After witnessing each of the techniques of the weeks, students will analyze the viability and utility of these techniques in their own day-to-day applications. See also: http://www.depaul.edu/~ftobolsk/Creativity/ Pre-1999 Competencies: HC-5, AL-F, WW. BA-1999 Competencies: F-X, H-2-C, H-3-X. Faculty: Frank Tobolski
FA 226
FUTURE AMERICAN WORKPLACE
Undergraduate
This course will examine social, political and economic trends and their potential impacts society and individual lives. This course meets for five weeks during December Term. Through lecture, discussion, and small group work, and individual research and presentation, students will develop an understanding of how the social, political, and economic trends impact society as well as their individual World of Work area of specialization or Individual Focus Areas, and will apply those understandings to their own decision-making process. Pre-1999 Competence: WW-1. BA-1999 Competence: F-1.

FA 228
THE MARKETING MINDSET
Undergraduate
How customers are created and kept is the function of marketing. How marketing functions within an organization is the focus of this course. It is designed to give students an understanding of the marketing process that covers everything from advertising through warranties. Through simulation exercises, students will learn about the strategies available for marketing products and how a given strategy affects decisions. Students will also explore how advertisements have become a part of our popular arts, transmitting culture and values while creating cultural stereotypes and influencing our language. Competencies: H2X, S3X, FX. Faculty: Terry Mollan

FA 229
FINANCIAL MANAGEMENT
Undergraduate
Most people have heard about the Federal Reserve System, but few would be able to describe its structure, its purposes or the tools it uses to influence our economy. But it has a vast impact on every individual's economic health and wealth. Understanding the structure of the various investment markets, what causes them to move one way or the other, the individual types of investments and their tax implications is key to managing one's financial future. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: H-2-X, F-X.

FA 230
ONLINE PROJECT MANAGEMENT
Undergraduate
In this online class, students will learn the fundamentals of creating and managing web-related projects. Topics will include website design, graphics, fonts, colors, links, frames, HTML, and Java. BA-1999 Competencies: E-2, F-X, H-2-C.

FA 231
PERSONAL FINANCIAL PLANNING
Undergraduate
This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. Competencies: H3X, S1D, FX. Faculty: Thomas Nowak

FA 234
PROBLEMS IN MARKETING AND ADVERTISING
Undergraduate
In this course, students will examine the roles of marketing not only in the selling of products and ideas, but also as a vehicle for the dissemination of public information and socially relevant developments. Students will discuss how marketing might be viewed as a social institution and will analyze how advertising can change attitudes. Specific attention will be paid to television commercials and other forms of advertising. Competencies: H2X, FX.

FA 235
MANAGING ORGANIZATIONAL BEHAVIOR
Undergraduate
While no organization will ever achieve functional perfection (organizational nirvana), employees possessing an understanding of performance necessities will be empowered to make incremental, and possibly radical, change. This course is designed to give students a fundamental understanding of the organizational components, systems, and behaviors that must be in place to ensure optimal performance. Topics will include organizational vision, mission and structures; employee motivation; team behavior; and performance management. In addition, students will apply the tools introduced in the course to real or realistic situations. Competencies: H2C, H2D, H3G, FX.
FA 236
DIRECT MARKETING METHODS
Undergraduate
Direct marketing today is more than its traditional medium of direct mail - it encompasses a multiplicity of media from newspapers, magazines, T.V., to telemarketing, and now, the Internet. Insurance policies, magazine subscriptions, credit cards, everything from fruit to home computers are sold direct. Direct response advertising, unlike general advertising, calls for immediate action and produces measurable results. This course will provide an understanding of direct marketing concepts, methods and media. Actual direct response ads will be analyzed to identify effective promotional techniques. Students will learn the language of direct marketing and develop skills through in-class exercises and individual project work. This is a five week course for one competence. Competence: F-X, H-2-G Faculty: Pamela Wright

FA 237
CONFLICT MANAGEMENT, NEGOTIATION, AND CLIENT RELATIONSHIPS
Undergraduate
This course will introduce students to a variety of strategies for conflict management and negotiation. Students will engage in a number of hands-on activities to develop skills that will benefit them in and beyond the workplace. Competences: H-2-X, H-3-D, L-7, F-X. Faculty: Peter Forster

FA 238
CREATING A MARKET
Undergraduate
Marketing campaigns are being conducted by hospitals, churches, and the U.S. government. Marketing consultants help sell political candidates, public policies, even countries. And the professionals - lawyers, doctors, and dentists - are discovering marketing. You market yourself when you look for a job. Marketing is not just an activity restricted to corporations. It is all around us. Using marketing case studies, students will analyze various situations and make recommendations on appropriate marketing strategies. Each student will research a selected marketing topic of personal interest. Pre-1999 Competencies: WW, HC-D. BA-1999 Competencies: F-X, H-2-G. Faculty: Pamela Wright

FA 240
ORGANIZATIONAL DEVELOPMENT AND CHANGE
Undergraduate
One of the realities of the business world in which we find ourselves is the speed and frequency with which strategies, markets, products, programs, leadership, and even entire companies change. This course explores the field of organization development, the discipline that applies behavioral science knowledge and practices to help organizations achieve greater effectiveness through the change and development process. Using case studies, simulations, role plays, and individual work experiences, students will examine how and why organizations change and develop and the implications and consequences of various strategies and activities directed toward that effort. Topics include the nature of planned change, change management, transformational change, organization diagnosis, intervention design, and human process interventions. Students will also explore the relationship between organization and personal change and strategies and methods designed to effectively manage that relationship.

FA 243
GROUP DYNAMICS
Undergraduate
The purpose of this course is to understand the nature of groups, the ways in which small groups come together and behave, and the principles that govern the behavior of small groups. The class will combine experiential learning with reading and discussions about the theories of small group development and group dynamics. Course content will include: 1) the nature of small groups and group dynamics; 2) feedback and good interaction; 3) the process of group development, i.e. forming, storming, norming, performing, adjourning; 4) factors that interfere with optimal group performance; 5) leadership and leader effectiveness; 6) problem solving techniques. Teaching methods include "ice breaker" exercises, self-assessment forms, such as LEAD and FIRO B, some lecture, discussions and experiential learning. BA-1999 Competencies: H-3-D, H-3-E, H-1-X, L-7, FX Pre-1999 Competencies: HC-B, HC-H, HC-F, WW

FA 244
INTERVIEWING FOR EMPLOYEE POTENTIAL
Undergraduate
This course will introduce a method of using interviews to assess the characteristics of employees in order to make more strategic choices in selection, training and development. In addition to learning how to conduct behavioral interviews, participants will become familiar with the structure of competence models used to guide assessment. Students will work on gaining an understanding of the various applications of interview assessment and be able to apply one specific model of behavioral interviewing. You may only register for one competence. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: F-X, H-3-X. Faculty: Donna Younger
FA 246
DIVERSITY IN THE WORKPLACE
Undergraduate
The purpose of this course is to heighten the students' awareness of diversity. This may take the form of critical self-assessment of one's knowledge of diversity and/or identifying prejudices, what they are and how they began. Through group discussions, analyzing case studies and lectures, students will be provided with opportunities to gain a deeper understanding of their own prejudices and to develop a rationale for valuing human differences in their respective lives. Competencies: H1A, H1B, H3B, L7. Faculty: Linzy Waters

FA 247
THINKING AND WRITING ABOUT WORK
Undergraduate
At work, we often learn how to use another language. That is, we learn to speak about technology, or about marketing, finance, or human resources with a specific vocabulary and referring to particular ideas. However, we also bring our own unique perspectives to the workplace. Our individual approaches to problem solving and to human relations at work define our contributions. In this course, students will use short story and journal writing to define and assess their contributions to the workplace. Students will produce written accounts of their lives at work. Students will assess their work not only for the clarity of the stories told, but also for elements which contribute to good writing. Looking at the literature of work will help students see their own work in the context of this literary genre. Competencies: A1E, A2X, A5, FX.

FA 248
HISTORY OF AMERICAN BUSINESS
Undergraduate
American business and the free enterprise system developed together with the nation itself. All three phenomena have their roots in the knowledge, skills and values that the earliest Europeans brought to this country. This course provides an overview of the relationship between American history and culture, the development of its central business system, and contemporary implications for business environments. Competencies: A4, A3D, FX, H1X. Faculty: Mary Lou Lockerby

FA 251
CORPORATE TRAINING DELIVERY: PLANNING AND EVALUATION
Undergraduate
In this course, students will delve deeply into corporate training programs, learning strategies for identifying specific training needs and ways to target training to appropriate organizational levels. This is especially important in firms undergoing significant structural change. Next, students gain knowledge of the way to create effective training programs to directly address organizational and role-based needs. The culmination of competence is the development of expertise in testing, assessing and evaluating training outcomes. Students work in groups, reviewing prize-winning video and web training programs. Competencies: A2C, H2C, H2X, FX.

FA 252
INTRODUCTION TO ORGANIZATIONAL LEARNING: PRINCIPLES AND PRACTICES
Undergraduate
This course provides an overview of the concept of organizational learning and an opportunity to gain hands-on experience with two communication practices related to it, collaborative learning and storytelling. The class will be highly experiential and focused on immediate application of learning. It will consist of in-class activities in groups of two and larger and will draw heavily on students' workplace experiences and environments. Collaborative learning results when two or more people help each other create or enhance their knowledge relative to specific challenges or opportunities. Its goal is to stimulate new insights and support changes in assumptions, beliefs and/or behaviors. The ancient oral tradition of storytelling is a powerful practice used in virtually all societies to pass on a tribe's culture, values, and the knowledge that permitted survival. It's no different in today's organizations. Stories can ground people in the organization's culture, capture and transmit knowledge and promote change. Competencies: L7, H2C, FX. Faculty: Paula Bartholome.

FA 253
CONTRACT LEARNING
Undergraduate
SNL courses are designed specifically to focus on the competencies of the SNL curriculum. Courses are competence-based, and revolve around particular content. Students who are interested in a specific content area might not always find these interests addressed through SNL courses. Furthermore, students, particularly those nearing the completion of the SNL BA degree, find that they have some competencies which are not addressed by SNL courses in the timeframe necessary. Contract Learning is designed to address the needs of these students. In this course, students can address a variety of competencies from the SNL competence framework, and can focus their work around content of their choice. By means of detailed and comprehensive contracts, learners will work with faculty to develop materials addressing their chosen competencies. Students will work with David Kolb's Learning Styles Inventory first introduced in the Learning Assessment Seminar, to revisit their preferred methods of discovering and absorbing information. In class discussions, learners will also analyze their topics, and their competencies to develop ways of expanding their knowledge and meeting the requirements of the competence statements. Faculty: Betta LoSardo
FA 254
HUMAN CAPITAL IN THE WORKPLACE: BUSINESS PERFORMANCE MEASURES
Undergraduate
This course explores the notion of human capital as it is used in today's business environments. In addition, it introduces students to the formal study of Human Performance Technology, the professional field devoted to improving individual and organizational performance. Through the exploration of cases, the review of relevant literature and exposure to workplace-like scenarios, participants learn about the optimization and proper measurement of business strategy and human capital investment. The work of leading authors in the field is studied, as well as the contexts in which students work to apply business-driven measures to improve performance in their organizations. This course is particularly helpful for students involved in human resource departments and other business functions that demand strategic alignment through performance measures and the creation and development of human capital. Competencies: S3F, H2C, FX. Faculty: Staff.

FA 256
DESIGNING TRAINING FOR ADULTS
Undergraduate
Everyone has had the delightful experience of learning by accident - of being surprised by insights and skills that emerge from experience. But accidental learning can be time consuming and therefore costly to organizations and individuals in organizations that have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will prepare participants to design and deliver training in a variety of adult learning settings. Principles of adult learning theory and best practices in adult learning will be examined to derive criteria for sponsoring learning experiences of adults. In addition, a five stage training design protocol (analysis, design, development implementation, evaluation) will provide a context for participants to address the following questions and understand their implications: 1) Who is the audience and what is the training context? 2) What is to be learned and why? 3) What methods are best suited to the target learning outcomes? 4) What resources are available and appropriate to the learning outcomes and methods? BA-1999 Competencies: H2X, H3G, FX. Pre-1999 Competencies: HCF, HCU, WW.

FA 259
INTERNATIONAL MARKETING
Undergraduate
This course concerns marketing in a global context. We will understand and examine the difficult problems facing many companies from U.S. and international perspectives. This course will introduce key concepts in marketing, and it will use a variety of frameworks to steer your way through many of today's critical marketing issues. Pre-1999 Competencies: HC-5, HC-H, HC-X. BA-1999 Competencies: L-7, H-2-C, H-5.

FA 260
ESSENTIALS OF PROJECT MANAGEMENT
Undergraduate
This 5-week course consists of 5 modules and provides an overview of the fundamentals of Project Management for non-Project Managers. It introduces the four phases of the project management process (Initiating, Planning, Managing and Closing), the role of the Project Manager, tools, techniques and deliverables associated with successful project management, & troubleshooting techniques. Competencies: H2X, FX. Faculty: Lynn Royster & Norene Trondsen

FA 262
CHANGING WORLDS OF WORK IN AN ECONOMIC DOWNTURN
Undergraduate
In an economic downturn, how do we navigate the changing worlds of work? This class will investigate current theories and models as well as offer students first hand experience observing and analyzing changes in the organization of work. We will approach issues concerning work from a number of perspectives--history, gender, technology, ethics, environmental, and global. As a way to explore the multiple issues related to the reorganization of work, ethics, culture, and technology, we will read texts, analyze websites, and view films to assist you in class assignments and projects toward fulfilling course competencies. You will also learn several qualitative research methods and approaches by becoming an apprentice and using them first hand. The culmination of our individual and collective work will be a public educational event, paralleling Trump's "Apprentice" show. First, each student will investigate and study issues of work/business by conducting an investigation of a workplace of your choice. Then, as a team, each group will then devise a vision, plan, marketing, and publicity educational campaign about one aspect of work reform. In our "Apprentice," no one will be fired! Competencies: H1F, H2C, H4, L7, FX. Faculty: Laura Davis

FA 267
TAKING CONTROL: MANAGING THROUGH EXPERIENCE
Undergraduate
The purpose of this course is to help students to develop skills in organization building--skills-skills that they can use to make good decisions in the business environment as well as in personal life. Students learn to take control of their own decision-making processes, rather than resorting to perceiving their experiences passively as the result of "chance" or luck. The course focuses upon the process of building an organization through human resources, but the skills taught and learned in the course are helpful to all members of the business community in their personal and professional lives. Pre-1999 Competencies: HC-5, HC-H, HC-T, WW. BA-1999 Competencies: L-7, H-2-C, H-3-F, F-X.
FA 268
HUMAN DIMENSIONS OF PROJECT MANAGEMENT
Undergraduate
An understanding and an ability to apply the basic disciplines of project management can boost your success in work and personal endeavors. Project management as a discipline provides the tools for accomplishing complex objectives - ones that may require different resources applied over extended periods of time. However, there is a danger of following a set of empty procedures, followed in hope that adherence to guide lines can substitutions for content expertise, common sense and an understanding of human motivation. There is considerable evidence that projects fail for human and organizational reasons, not mechanical or procedural ones. The key ingredient in project success is this personal dimension, and is the main theme for our course. We will use the mechanics of the project management process as the platform for exploring how to recognize and deal with the real underlying issues in managing projects - recognizing and managing people and organizational issues. Competencies: FX, H3D, S3F.

FA 269
ENTREPRENEURSHIP: HOW TO FIND AND FUND YOUR DREAM
Undergraduate
Did you know that 90% of new restaurants are doomed to fail? Have you always wanted to be your own boss? Are you presently conducting a small business from your garage that you'd like to make bigger and more profitable? Who makes a great entrepreneur? Are businesses easier to manage in the age of technology? In this course, Students will learn how to identify an appropriate small business for their talents and time restrictions. Learners will also consider methods of financing their dream work lives, and review the pitfalls awaiting new businesses in today's economic climate. Students need not have a business in mind, but must be willing to consider how they might go about putting together a plan for a successful venture. Ideas about the definition of business I modern society, of entrepreneurship, about the psychological make up of the successful small business owner, and about the long term view for small businesses will also be covered. Competences: FX, S3F, H2X, H3X Faculty: JoAnn Gesiakowska

FA 270
STARTING UP AND RUNNING YOUR OWN BUSINESS
Undergraduate
This course will help students learn how to start and operate an independent business enterprise. We will address entrepreneurship, defining your markets, accounting basics, business plans, financing, establishing the business, hiring employees, business equipment, software, and marketing. Through readings, discussion, and home assignments, students will learn how to increase the probability of reaching their business goals while minimizing risks and costs. By applying management, financial, and software concepts and practices, students will have the knowledge to start and run a new business. Competencies: F-X, H-1-X. Faculty: Thomas Nowak.

FA 274
APPLYING ORGANIZATIONAL BEHAVIOR TO TODAY'S BUSINESS ENVIRONMENT
Undergraduate
A conceptual and practical look at the discipline, nature and scope of organizational behavior and its importance in today's global and diverse business environment. This course is designed with a management focus that will offer knowledge of and applications, challenges and opportunities for diverse viewpoints, teamwork, group dynamics and problem solving in organizations in order to enhance and achieve productivity, performance and satisfaction in the workplace. Competences: A-3-D, H-2-C, H-4, L-7, F-X

FA 276
MANAGING AN INVESTMENT PORTFOLIO
Undergraduate
Most people are puzzled by the stock market and its gyrations. It's no wonder that these same people feel clueless when deciding how to invest their assets, such as IRAs and 401-Ks. They will often let a stockbroker decide what to invest in and assume that such a professional knows what's best. While this may be true, an investor should understand their broker's thought process behind the investments and feel empowered to discuss it with them. This course will discuss how some top money managers build diversified investment portfolios (past performance is no guarantee of future performance), as well as the Nobel Prize winning theory behind their decisions. This will not be a 'how to invest' type of course but rather a forum for ideas to consider. It will touch upon other important subjects that an informed investor should be aware of, such as: load vs. no-load mutual funds, active investment managers vs. passive indexes, the money management industry, behavioral finance, market efficiency and valuation techniques. This class is meant to be accessible to all students, so there are no prerequisites, only an interest in the subject. Knowledge of financial math or spreadsheets is not needed, though examples of both will be demonstrated in class. Competences: H1X, H2C, L7, FX. Faculty: James Bitautas
FA 278
HIGH PERFORMANCE WORK TEAMS
Undergraduate
Today’s business environment frequently requires groups of individuals to work together as a team, but usually without the training to understand what this really means. This course focuses on the skills needed to develop a business work group into a High Performance Team. It details the definition and requirements for good team development and concentrates on facilitation and negotiation techniques for team meetings, as well as on the communication and conflict resolution between team members. Since the purpose of most teams is to resolve problems, a scientific approach to problem-solving is also introduced. This is a highly interactive course which actively involves the students, encouraging the sharing of practical ideas and techniques. The course has sufficient flexibility to allow for the exploration and analysis of many typical team situations that are of interest to the students: what is discussed during class can be applied the next day at work. Competencies: F-X, H-3-D, H-2-D, L-7. Faculty: Jack Hartley

FA 279
WRITING FOR MANAGEMENT AND BUSINESS
Undergraduate
Developed to serve in the creation of compelling business communications designed to be clearly understood, this course instructs corporate writing that communicates with certainty and conviction. Every type of corporate writing is covered, ranging from resumes and cover letters, through business reports, to the creation of short and long proposals, good-news and bad-news letters, memorandums, direct requests, and other persuasive business expression. Special attention is paid to the technique of unearthing valid and reliable research supported with modern document design. Students who wish to specialize in one area of Business Writing may work with the instructor using WW or FX competencies. BA-1999 Competencies: L-7, A-Z-B, F-X. Pre-1999 Competencies: AL-A, HC-H, WW.

FA 281
BUSINESS WRITING
Undergraduate
Business Writing provides students with an opportunity to develop concise, articulate, and actionable written business documents. Students will learn to plan, organize and write effective business documents such as business letters, memoranda, e-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, and to write within a specific context, and to unearth valid and reliable research. Students who wish to specialize in one area of Business Writing may work with the instructor using the FX competence. Competencies: FX, H3X. Faculty: David Morris

FA 283
A CRISIS IN CREDIT: READING AND INTERPRETING FINANCIAL STATEMENTS
Undergraduate
The record collapses of first home builders, such as Levitt and Sons, WCI Communities, and Matrix Development Corp., then financial giants, Lehman, Fannie Mae, Freddie Mac, Wachovia, and Merrill Lynch begs the questions, how did we get here but more importantly how do we avoid repeating this "crisis" in the future. This course will examine these questions in light of corporate balance sheets and income statements. Students will learn to read and interpret financial statements. In addition to the technical details related to financial reporting, the course will examine the political and social implications of the U.S. Treasury addressing the problems of the housing and credit sectors. This will involve a historical review of the roles government and the private sector in the development of financial systems in the United States. Competences: H1X, H2X, S2X, FX. Faculty: David Morris

FA 286
THE ART OF THE INTERVIEW
Undergraduate
A great interview is a thing of beauty, much like a dance of words revealing the previously unknown and insightful. We live in an age where podcasts and the proliferation of audio news channels have made it easy for students of the art of the interview to analyze the process. This class will take advantage of that while visiting some venerable old style interviews as well. An interview is just a conversation with a purpose and in this class we will look at all kinds of interviews: entertainment, investigatory, forensic, structured and freeform, research, medical, diagnostic, job, group, etc. We will examine some venerable sources: The Proust Questionnaire, Chicago’s own Studs Terkel, and a variety of well-known current practitioners of the art (Larry King, Terry Gross and John Stewart come immediately to mind). The class will look at oral arguments before the US Supreme Court, which are just interviews by the members of the court with presenting legal counsel. We will also briefly evaluate the use of interrogation and torture to gather intelligence. Students should expect to perform, document and analyze a variety of simple interviews in this class: simple job interviews, interviews to gather family history, patterned and freeform interviews, questionnaires, etc. Students will also analyze the techniques used in a variety of interviews, using audio streamed recordings and transcripts. Competencies: FX, H2G, A1C, S3D. Faculty: Jill Joachim
The course will focus on the use of the Internet as a tool to expand one's knowledge through development of expanded networks, and will provide direction on becoming a more connected person in the local and world community. The course is for students with basic understanding of PCs and their components, only minimal experience with the information highway is required. We will focus on The Internet and World Wide Web and their basic components. Among other things we will review its history, see how it works, find out who owns it, how it is maintained, and the game rules for its use (ethics, courtesy). Pre-1999 Competencies: PW-3, HC-D, WW. Faculty: John Baker

E-mail has flooded the information highway allowing us to communicate on an immediate basis. But has this immediacy caused us to drop our guard so that our communications are not as effective? This course will give students a solid foundation in business writing so all communications - business-to-business, business-to-consumers, in-house memos to instant messages - can be clear and concise. Students will also review written etiquette and explore the impressions created by the spoken word compared with the written word. Competencies: H-2-G, S-3-F, F-X.

In this course, students will learn practical applications of the fundamentals for making financial and investment decisions. Students will work with cases and problems drawn from business experience. They will work with economic and philosophical theory, as well as economic data, and learn to understand such concepts as supply and demand, competition and monopoly, and the money supply. Students will become familiar with financial information, learn how to assess financial risks and rewards, and become conversant with the terms, symbols, and abbreviations that are used in current business publications. Competencies: H2F, H2X, FX. Faculty: Alan D. Cohen

This course reviews the process of creating, planning, developing and analyzing a business document. Students will learn how to structure, write and control such demanding projects to relate information, interpret data and recommend solutions to business problems. Students are expected to possess writing skills that enable concentration to be placed on developing a clear, concise and consistent writing style in complex and sophisticated documents. Class discussions will cover pros and cons of using certain document formats and what, in turn, makes them effective. Upon completion, students are expected to possess the necessary skills and confidence to develop sophisticated, highly professional business documents. Students who plan to complete Major Piece of Work in the WW domain may find these course skills very useful. Competencies: A-1-X, H-3-D, F-X. Faculty: Rick Paszkiet

One of the most sought-after business skills is public speaking ability. We all have equal access to high-technology; high-touch skills give us the competitive advantage. Through discussions, exercises and presentations, students will have many opportunities to build their skills in both casual and formal speech. Each student will prepare presentations in a variety of styles, including impromptu, persuasive and informative. Through regular feedback from the instructor and peers, students will build their presentation skills in organization, topic development, use of visuals and delivery. Students will be video-taped regularly so that they can chart their progress and participate in self-assessment. Pre-1999 Competencies: WW, HC-S, AL-9, AL-10, WW-9, WW-10. BA-1999 Competencies: F-X, H-3-E, E-1, E-2. Faculty: Allison Morgan; Mari Pat Varga; Pamela Meyer

This is an introductory course that assumes no previous experience on the student's part. The class seeks to familiarize you with some basic principles of effective and ethical public speaking, to give you experience in enacting those principles through practice, and to instill a sense of the importance of public communication in shaping our lives. Through class feedback and videotapes of your own speeches as well as critiques of other communicators, you will discover how personal style, appearance and body language impacts the message. BA-1999 Competencies: H2X, H3E, FX. Faculty: Gary Fox.
FA 294
DESIGNING BUSINESS STRATEGIES FOR B-WEB MODELS
Undergraduate
Thriving in the internet economy requires rapid adaptation, technological excellence and motivated personnel. Using a detailed case study, students will learn strategies for optimal organizational development in this new world economy. We will investigate its various historical bases, the elements of its uniqueness, and analyze several theoretical models of structure and process in organizational function. Learn how you can contribute to your own firm's stamina in the emerging marketplace of the future! BA-1999 Competencies: H2C, H2D, S3A, S3F, FX. Pre-1999 Competencies: HCF, PWF, WW. Faculty: Ed Paulson

FA 295
CONTEMPORARY LEGAL ISSUES
Undergraduate
This course will examine basic ideas in the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. May be taken for only one competence. BA-1999 Competencies: H2X, FX. Pre-1999 Competencies: HCF, WW.

FA 296
INTRODUCTION TO FINANCIAL SYSTEMS
Undergraduate
Remember when things were simple? It was a long, long time ago. These days, issues in finance are complex to the point that many of us feel excluded. How can we make and use money if we don't understand how it works? How can we educate ourselves enough? In this course, students will examine how money works in contemporary society. Furthermore, students will discuss how developing technology has changed the flow and focus of money matters in our time. BA-1999 Competencies: S3F, FX, H5. Faculty: Joanne Gesiakowska

FA 297
COMMUNICATING IN A GLOBAL BUSINESS ENVIRONMENT
Undergraduate
Effective and efficient communication is a challenge in our own culture, but this is compounded when we face communicating in a culture other than our own. This course will begin by examining and practicing communication formats that are accepted in the Western world. Following this we will examine the historical background and sample presentations of leaders other than those from the United States and Europe. In addition, learners will have opportunity to format their own presentations using those of the world's great leaders as models. Learners will be encouraged to incorporate their own professional situation as a place to begin experimenting with their newly acquired knowledge. Competencies: A1X, H1A, H3E, H5, FX. Faculty: Rebecca Schwan.

FA 300
PROJECT MANAGEMENT
Undergraduate
Project Management is a business concept which has received a great deal of attention over the last few years. Business managers are discovering that the complexity of human and technological systems forces workers to organize, prepare, and monitor project development in a way which was not necessary in simpler times. In this course, students will discuss and discover methods of project organization and execution which will help them achieve efficacy and success in the workplace. This course will cover concepts in describing project goals, setting priorities, identifying needs, and designing realistic time lines. Students will learn how to execute successful projects from start to finish. Competencies: L7, H2X, S1D, FX. Faculty: Thomas Nowak

FA 303
ADVANCED PROJECT
Undergraduate
This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Research Seminar is required before registration. This carries six hours of academic credit. Competencies: F-11, F-12.

LL 300 is a prerequisite for this class.
FA 309  
STARTING A SUCCESSFUL BUSINESS  
Undergraduate  
In this class, you will learn evaluation techniques for determining the business feasibility of a new idea, methods of performing a market analysis with special focus on spotting marketing and demographic trends. You will learn the details associated with forming and managing a functional new business with the ultimate goal of this course being the writing of a 10-page business plan for a new product or service idea. It is strongly recommended but not required that you have taken “Understanding Financial Statements” if you do not already have an accounting or financial background. Competencies: H-1-X, H-2-C, F-X, S-2-D, Faculty: E. Paulson

FA 310  
WOMEN IN BUSINESS AND LEADERSHIP  
Undergraduate  
Women’s work is never done. Not only are women mothers and wives, but these days the expectation is that women will take on leadership roles outside the home as well. What makes a woman a leader? How did the workplace differ when women were not corporate leaders? Who are today’s prominent female leaders and how are they shaping our future? In this course, learners will study the lives and contributions of various important women from business, politics, and social action. Students will assess equality in management and leadership, the psychological make up of the woman leader, and the ways in which women’s contributions to leadership differ from men’s. Furthermore, the class will endeavor to define leadership, its consequences, and its personal ramifications. Students should expect to read extensively about the lives and characteristics of contemporary women who have surfaced in leadership roles. Learners will also identify women leaders in their own workplaces and communities and assess their involvement in the corporation and/or general public. Competencies: A3X, FX, H3X, H4. Faculty: Bridgette Mahan

FA 311  
BUILDING QUALITY INTO PROJECT MANAGEMENT  
Undergraduate  
Today’s business environment is time-based and cost-conscious with expectations for quality and excellence. An understanding of project management processes and developing the essential skills and tools can optimize time, cost and quality. This course will provide an introduction to the theories and concepts of project management and how those theories and concepts apply to today’s business practices. Competencies: H1X, H2X, S3F, FX. Faculty: Mary Lou Lockerby

FA 312  
FINANCIAL LITERACY  
Undergraduate  
The purpose of this class is to learn the language of business and the “grammar rules” required to apply this language to different scenarios and our own lives. We will discover who the audience for financial information is and develop the ability to see how financial activities affect and are relevant to this audience. This audience consists of investors, creditors, bankers, customers, employees and us. Our own ability to understand these concepts will be enhanced as we picture ourselves as users and preparers of this financial information. We will explore the topic of financial literacy both from the global and the personal perspective. Big corporations, small businesses and we the individual have something in common. All must ask the question: How do we control, organize and communicate financial situations and information in a way that is meaningful to us and that will help accomplish long term goals. Simply having money does not guarantee that we know how to manage it or that resources are being used effectively or appropriately to realize our goals. In this class, we will first establish a common framework and terminology for financial literacy and then explore questions such as “Why is financial planning important?”; “What are common budgeting systems and tools?”; “How can a budget or financial plan be used to help identify and achieve monetary goals?” “Why do such plans often fail?” By considering the economy, assessing our own individual financial situations, by applying financial concepts learned to real world situations, students should be able to apply skills learned within both a personal and global context. Competencies: FX, S1D, H1X, H2X. Faculty: Bridgette Mahan

FA 313  
PROCESS MANAGEMENT AND DESIGN  
Undergraduate  
From erecting an architectural monument to developing training materials to planning an international seminar, it's all process. Process Management and Design begins with an examination of the origins of work systems and process design, ranging from the principles of Frederick Taylor to the philosophies of Deming, Duran, and Cosby. The course of study then moves into an unfettered exploration of process within the context of organizations and leadership, as well as an experiential consideration of the manner in which process applies in non-traditional contexts. Class participants will learn to create, define, analyze and classify processes; develop and apply process measures, and determine customer and consumer needs and expectations. Other topics covered include process re-engineering, continuous process improvement, process benchmarking, and systems thinking. Class participants are encouraged to engage in this learning experience with fresh perspectives about process, and its potential meaning in unconventional settings. Competencies: L7, FX, S2X, H2X. Faculty: Gene McGinnis
**FA 314**
**THE BUSINESS OF RETAIL**
*Undergraduate*

The famous business theorist Peter Drucker has called American culture a unique combination of materialism and idealism. These qualities have combined to make America a consumer based society unlike any other culture. What is it about American stores and the American shopper makes both so unique? Super stores, the consolidation of regional stores into multinational conglomerates, online shopping, the emergence of an-ever-more savvy and demanding consumer, economic cycles, international monetary values and the demographics of American shoppers have combined to transform the experience of shopping in the last twenty years. How do stores entice consumers to buy? That question will be answered in this class. This class will look at a variety of store environments and will feature student-based discussion of weekly store visits. Using the science of shopping (as defined by Paco Underhill and others) the class will visit and evaluate, time and scheduling permitting, a wide range of retail options. Competences: FX, A5, A2X, L7. Faculty: Jill Joachim

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**FA 315**
**CORPORATE COMMUNICATIONS: BEYOND THE BUZZWORDS OF BUSINESS**
*Undergraduate*

A successful business leader's actions are underscored by efficient and effective skills in communication. This course will position you to move forward with the respect of others and a heightened sense of self worth. We will focus on looking at communications in contemporary business contexts; determining your skill in presentation/platform applications, and ways to advance; and effectively demonstrating your increased understanding and application level. Competencies: H3D, H3E, H3X, A3C, A3X, A4, FX. Faculty: Bill Forsberg

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**FA 316**
**MAKING BUDGETS: FINANCIAL AND ETHICAL INTERPRETATIONS**
*Undergraduate*

This course examines the process and responsibilities of the manager in the budget formation, interpretation and implementation process. Students will learn to read and interpret financial budgets and understand the practical and ethical implications that budget implementation has on managers and workers. The class consists of case studies with analytical problem solving, introductory lectures on basic financial concepts and theoretical frameworks. Students will develop and analyze financial budgets, participate in discussions of current ethical implications of budget implementations, and write reflective papers addressing their competencies. Competences: A-3-X, H-1-X, S-2-X, F-X. Faculty: Daniel Ryan

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**FA 317**
**CAREER VS CALLING: LIFE IS ALL ABOUT THE HYPHEN**
*Undergraduate*

When we die, our tombstones record our birth date and our death date, with a hyphen in between. How we live our lives is represented by that hyphen. This course is intended to help students identify what they want their hyphen to represent and how that applies to their career and life choices. Special attention is given to methods of identifying personal calling and for achieving personal fulfillment goals. Students also examine the views of philosophers, spiritual leaders, and artists, both historical and contemporary. Students create their own mission statement for work and life. Required readings for the course are taken from Repacking Your Bags: How to Live Life with a New Sense of Purpose and Whistle While You Work: Heeding Your Life’s Calling by Richard J. Leider & David A. Shapiro and A primary objective of the course is to expose students to resources that can be used in their own self-discovery process. Multi-media activities include small and large group discussions and presentations, research, and report writing, video and audiotapes. Students are encouraged to use the Internet in their research. Competences: A-1-D, A-3-D, H-2-H, F-X. Faculty: Gregory L. Gilmore. Students are strongly advised to register for two competencies.

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**FA 318**
**UNDERSTANDING FINANCIAL STATEMENTS**
*Undergraduate*

Business managers as well as investors must have a basic understanding of financial statements as not only a management tool but also as a way of communicating the financial and operational well-being of a company. This course teaches students the essential elements of financial statements, their interpretation and their impact on investors and society. This is a particularly important topic and skill in light of the recent corporate financial reporting scandals plaguing Wall Street and the nation. Phone: 630-960-3299; Email author@edpaulson.com. Competencies: A4, H2X, FX. Instructor: Ed Paulson
British royal advisor Benjamin Disraeli is reputed to have said the following about manipulation of public opinion: “there are three kinds of lies: lies, damn lies, and statistics.” Whether or not Disraeli actually said this, our relationship to the use of numbers in addressing public issues continues to be problematic. Reading the newspaper, perusing consumer reports, analyzing political data are all activities in which we engage on a daily basis. People who want to sway us, or to convince us, or to attract our dollars use statistics to help us make up our minds. How much do we know about how this kind of counting works? In this class, students will look at how numbers add up to give us reasons to be for or against ideas. This course will center on how to create, decode, and analyze statistics. Some knowledge of mathematics is essential to understanding statistics so prior completion of the Quantitative Reasoning course or it’s equivalent would be very beneficial to having success in this class. Competencies: H-3-G, S-2-X, S-3-X, F-X. Faculty: John Hemmerling

Investors range in age from newborn babies to centenarians. Population as a whole can be segmented according to various attributes, some of which have a decided influence on one's spending and investment proclivities. Identifying those attributes is essential in determining the appropriate types of investments for the individual investor. Understanding the role of the economic, interest rate, and inflation cycle are also critical to putting together an efficient, effective, and suitable investment portfolio. Prerequisite: Completion of Risk vs. Reward in Investing. Building on what was learned in the prerequisite class, we will examine the segments of the population and what causes them to make their investment decisions. We will then put together sample portfolios for hypothetical investors for different points in the economic cycle. This course can be taken for only one competence. BA-1999 Competencies: H1X, FX. Pre-1999 Competencies: WW. Faculty: Nancy Singer

As contemporary American business continues to move toward internet- and web-based communication, and with increasing demands on business managers to communicate key messages quickly and effectively, the ability to write clearly and effectively becomes an increasingly valuable skill. Business and Professional Writing offers students practical experience in developing cogent, concise and articulate written products. Students will learn to plan, organize and write effective business documents such as, business letters, memoranda, E-mail, business reports, abstracts, executive summaries, cover letters, and resumes. In addition, students will learn to examine and write to a specific audience, to select the most effective wording and phrasing, to analyze and revise written works (either their own, or the work of others), to identify logical fallacies, to write within a specific context, and to work collaboratively in creation and modification of business and professional written documents. BA-1999 Competencies: FX, H-3-X. Pre-1999 Competencies: WW, HCF. Faculty: Gene McGinnis

Business and trade between nations have never operated independently from the realm of politics and international relations. In the current era of globalization, however, each of these areas increasingly effect and shape the nature and direction of the other. Recognizing the ways in which political relationships, conflict and cooperation simultaneously define, promote, and complicate commercial opportunities is crucial to achieving future business success in the 21st century. In this class, students will analyze contemporary Sino-American relations from a cross-cultural perspective, with an emphasis on developing an understanding of how particular issues impact the business climate through the interplay of macroeconomics and geopolitics. Additionally, students in this class will identify and analyze those specific issues in contemporary Sino-American relations that have the greatest potential to impact the present and future operations of the IBA. BA-1999 Competencies: FX. Faculty: David Steiger

A successful new business often experiences tremendous revenue, personnel and financial growth. Ineffective management of this growth with all of its opportunities as well as pitfalls can put a successful business out of business. This course covers the areas of concern, shows methods of monitoring financial and operational information to highlight potential problem areas before they become major problems and then shows methods of effectively dealing with these challenges. Pre-1999 Competencies: HC-F, WW; BA-1999 Competencies: H-2-C, F-X. Faculty: Ed Paulson.
FA 324 INTERVIEWING FOR EMPLOYEE POTENTIAL  
Undergraduate  
What are the obligations of the workplace to the worker and vice versa? Does the individual worker matter more or does the organization? How can the organization honor both words in "human capital" and be fiscally responsible? The ways that organizations approach selection, hiring, and training express their answers to these questions, intended or not. This course will examine ways to assess the competence and potential of individuals and to create avenues for individual development in the context of organizational effectiveness. Participants will learn skills of behavioral interviewing, interpreting interview data, and developmental feedback and will devise strategies for the ethical use of assessment results. Competencies: H3G, A3C, FX. Faculty: Donna Younger

FA 325 CONNECTING THOUGHT AND BEHAVIOR IN THE WORKPLACE, THE COMMUNITY, AND IN YOUR PERSONAL LIFE  
Undergraduate  
This course introduces students to practical concepts of Cognitive Behavioral Psychology and offers them new perspectives on how to observe and understand the interaction between thoughts and behaviors in their daily lives. Students will evaluate the tendencies and correlations between what a person "thinks" and what that person "does" through observation and interpretation of their own experiences. A report will be generated for each competence that will include an analysis of the student's own cognitive behavioral tendencies and a plan for personal development. Competencies: H3A, H1I, S3X, FX, H2C. Faculty: Staff

FA 326 GENDER, SEX AND LATER LIFE  
Undergraduate  
This course will compare the aging experiences of men and women in later life and the relevancy to gender, gender roles to the aging process and ethnic, racial and cultural diversity differences. Although this course is sociological, we will examining the physiological/psychological differences and similarities between older adult men and women. Specific topics of analysis will include gender, politics and power, the gender gap in longevity, why aging women have a longer life expectancy than men, but experience more chronic illnesses and report less physical and mental well-being in advanced ages. With the baby boomers in their 40's and 50's and soon to be 60's, sexuality in the lives of older adults are being highly publicized. The release of the medication Viagra (sildenafil) is a vivid example of such publicity. Sexuality in older adults presents a markedly different set of challenges than those in young adults. This course will explore society's attitudes and myths about sexuality in later life, as well as presenting realistic information on ongoing research into the physiological and emotional changes affecting sexuality and intimacy. BA-1999 Competencies: H3F, FX. Pre-1999 Competencies: HCF, WW. Faculty: Patricia Whitney

FA 327 TECHNOQUES OF BUSINESS REPORT WRITING  
Undergraduate  
Most training programs are created as the result of a report, and reports also document the effect of the training on the trainees. Either way, the report is a legitimate component of all training programs. Learn the procedures used in creating detailed reports that can be implemented in your workplace. Examine the "voice" of a business report, and learn ways to turn reports into RFPs for further programs. A five-week, close examination of the steps involved in creating detailed reports for business is encountered in this class. This course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 328 APPRECIATIVE INQUIRY, POSITIVE ACTION: UNDERSTANDING THE POWER OF STORY TELLING  
Undergraduate  
Traditional approaches to organizational change place the practitioner (manager, consultant, or other change agent) in the role of diagnostician or problem-solver. This approach is based on the concept that organizations are like machines. When they break down, the expert simply needs to find the source of the problem and repair it. Organizational developers have discovered that organizations rarely act so predictably as machines, and repairs led by experts rarely have lasting impact. In the early 1980's a new model for organizational development began to emerge in response to the frustration with traditional approaches. Appreciative Inquiry, founded by David Cooperrider and colleagues provides a new theoretical and practical approach to change that engages the positive energy of the organization. In this course, you will learn how Appreciative Inquiry evolved in the relatively new field of organizational development, understand its core concepts and learn how to use the process to unleash the power of positive change in your organization. This course is excellent for anyone working in a management, leadership, consulting or support role in an organization (or who aspires to). BA-1999 Competencies: H1I, H2C, A3D, A3F, FX. Faculty: Pamela Meyer
DEVELOPING AND MANAGING A MARKETING COMMUNICATIONS PROGRAM
Undergraduate
This course will provide the student with the understanding of the principles of marketing communication, the marking communication vehicles most commonly employed by corporations in America and Western Europe, and the situations in which each marketing communication vehicle may be most effectively used in an ethical manner. The students will learn both the principles of marketing communication and how to target a market demographically, geographically, and psychographically, to ensure that the marketing communication strategy developed and program executed are consistent with the "best in class" principles of marketing communications. Competencies: A3G, H2G, H3A, FX. Faculty: Terry Mollan.

FUNDAMENTALS OF GLOBAL MARKETING
Undergraduate
This course will help students to understand the basic concepts and practices necessary to market products and services in the global marketplace. The major outcomes of this learning experience will be: identifying activities, principles, and challenges of the marketing process, as applied domestically and internationally; understanding market segmentation, target marketing, and market research and their applications; applying the "4 Ps" of marketing - - product, price, promotion, and place/distribution - - to domestic and global business; and becoming familiar with key issues and international situations encountered when marketing products and services globally. Please note that this is a one-competence, five-week course. Pre-1999 competencies: HCF, WW; BA-1999 competencies: H5, FX.

COMMUNICATION, PRESENTATIONS, PUBLIC SPEAKING
Undergraduate
According to The Book of Lists, fear of speaking in public ranks ahead of fear of dying and disease. While it might not be this extreme for everyone, this course addresses "speaker-fear" and provides learners with both theory and practical experience in the art and science of getting their point across clearly. We will examine personal learning styles and social styles and also work on developing presentations and actually delivering the message. Ice breakers, difficult situations, pacing and diction, openings and closings, and other tools and techniques are explored. BA-1999 Competencies: H3E, H3X, FX, L7; Pre-1999 Competencies: HCF, HCH, HCS, WW. Faculty: Gene McGinnis

INVESTMENTS AND THE ECONOMY: A WELL-OILED MACHINE
Undergraduate
What words must we use to describe "our economy?" The attributes are so pervasive throughout our society, they tend to define and outline our daily lives. More than simply our investment decisions hinge on our economic outlook at any given point in time. Decisions regarding our choices for education, careers, specific jobs, spending and savings, retirement, even marriage and children are at least in part driven by our perceptions of the economy: where it's been and where it's going. So, just what is the "economy", and how do we determine where we are in the economic cycle? And then, what do we do with that information? In this class, we will review major economic theories and determine what factors were in play when the theories were conceived, and how each has been used in the 20th century (and thus far in the 21st) to structure investment decisions. We will determine the various economic variables, as well as tax consequences, and how they impact choices we make for our investment portfolios. This course can be taken for only one competence. BA-1999 Competencies: H1X, FX. Pre-1999 competencies: HCF, WW. Faculty: Nancy Singer.

SELF, WORK AND FAMILY: CHALLENGES AND CHOICES IN A CHANGING WORLD
Undergraduate
This course is designed for everyone who has experienced the challenge of managing a multi-faceted life in a rapidly changing world. It begins with an analysis of the definitions of "self," "work," and "family" across cultures, and examines recent research into generational theory to identify some of the psychological and historical antecedents of contemporary attitudes about these concepts. We then explore the dynamics among these concepts, including conflict, balance, integration, and boundary setting, paying particular attention to the impacts of technological change and the growing number of women in the workforce. Finally, we examine various models for adult development and engage in activities that allow for each student to articulate his or her personal priorities and to develop life and work strategies that enhance workplace performance, productivity, and personal fulfillment. Pre-1999 Competencies: WW, ALS, HCS, ALD, PWQ. BA-1999 Competencies: FX, H5, H3C, S3F. Faculty: Jean Knoll

FINDING BUSINESS IDEAS THAT WILL WIN
Undergraduate
Not all new ideas are good ones. This course teaches students evaluation techniques for determining the business feasibility of a new idea, with the ultimate goal being the writing of a feasibility study for a new product or service idea. This course can be taken for only one competence. BA-1999 Competencies: FX, H3X. Pre-1999 Competencies: WW, HCF. Faculty: Ed Paulson
FA 335
FREE TRADE, FREE MARKETS: THE WORLD TRADING BLOCKS
Undergraduate
This course addresses how large financial institutions organize and control the flow of international trade. In this course, students will study the organizational set up of NAFTA, The European Union, and the smaller Asian trade associations. The World Trade Organization will also be studied and analyzed. Students will explore the various roles of regional exchanges for larger trading blocks. This course will be helpful for all students working in or considering careers in finance, in commercial analysis, or in international business. Competencies: S3X, H5, H1C, H2A, FX Faculty: Joann Gesiakowska

FA 336
DESIGNING PROFESSIONAL TRAINING PROGRAMS
Undergraduate
Training is one thing; training that's really used is the thing. This course prepares the student to identify and select design elements that vary training rhythm in order to maintain interest. Next, the training program content -video clips, role-playing exercises, quizzes, and round-table discussion-fosters behavioral change in those being trained. This course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 337
FOCUSING ON ASSESSMENT OF TRAINING NEEDS
Undergraduate
To put it simply: who needs training and why? Needs Assessment is the third key step in the creation of business training programs. It unearths areas for training and identifies groups who should receive it. A five-week, close examination to help recognize and prioritize essential information. This course can be taken for only one competence and meets the last five weeks of the quarter. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 338
EVALUATION AND VALIDITY OF TRAINING RESULTS
Undergraduate
Discover how your training benefits both student and the company. Sophisticated evaluation techniques currently in use by the most respected training organizations are analyzed and tested in this class. In addition, we examine ways to support your own training designs with proof of their validity and reliability. This course can be taken for only one competence. BA-1999 Competencies: A2B, L7, FX, S2D, H2X. Pre-1999 Competencies: WW, HCH, ALA. Faculty: Will Johnston

FA 339
PROFESSIONAL BUSINESS WRITING
Undergraduate
This course develops writing skills used in a business setting. Effective writing skills are directly related to a person's ability to successfully maintain and grow in a career. And as our world continues to shrink globally, being able to produce clearly written communication across all cultures is a skill that is not only desirable but also essential. Through a process-oriented approach, you will learn to plan, investigate, organize, write, and revise successful business reports and correspondence. Emphasis is given to principles of effective professional writing, especially as they pertain to memos, letters, reports, proposals, e-mails and employment messages. You will also be introduced to collaborative writing and intercultural communications within a business context. Finally, you will learn to correctly use one of three different “styles” for documentation: AP (Associated Press), MLA (Modern Language Association) and APA (American Psychological Association). Competences: H2X, H3X, FX. Faculty: Staff

FA 340
IMPLEMENTING CORPORATE TRAINING PROGRAMS
Undergraduate
In this course, students will learn about the strategic process of effectively and efficiently implementing a corporate training program based on business drivers from design stages through measurement of results. This process includes defining requirements and success criteria, designing the process, implementing and powerfully communicating the program to the learners, and then understanding how to measure the success of the program. It is imperative to measure and report on the trends of the program and to understand why it is important. Using methodology and models that have been successful in numerous global and domestic companies, students in this course will create their own plan for implementation, communication, and measurement to ensure success in their future training program implementations. Competences : A2X. H2X, S3X, FX, L7. Faculty: Lori Neblung
FA 341
MANAGING THROUGH TRANSITION: CHANGE MANAGEMENT FOR FIRST-LINE LEADERS
Undergraduate
An examination of the initiation and management of change processes in today's corporate environment. Special emphasis is placed on managing the effects of organizational change on the work group. Students learn to introduce, implement, and drive change. Additionally, students will learn to recognize and overcome resistance to change. Classes will contain videos and leading edge management techniques. Please note that this is a one-competence, five week course. Pre-1999 competencies: HC5, WW; BA-1999 competencies: H2C, FX.

FA 342
MARKETING MOVIES IN TODAY'S HOLLYWOOD
Undergraduate
The course will study in depth the art and science of motion picture marketing for both the major studio films as well as the smaller independent films that are released today. Film marketing encompasses different areas of responsibility and expertise including advertising, publicity, promotion, market research and merchandising, and we will study how they all work together in bringing a movie into the marketplace. The course will examine how a marketing campaign is created, how strategies differ for studio and independent films, and how the movie trailer and poster are created, as well as the costs of advertising, the power of publicity, and the importance of finding the right hook and target audience for niche films. This course provides an inside look into the economic and power structures behind the scenes that help determine which movies are made, distributed and marketed to the public. Competencies: A5, H1C, H2X, FX. Faculty: David Sikich

FA 343
TEAM LEARNING THROUGH PROJECTS
Undergraduate
This course focuses on both theory and practice of how teams learn. Related to theory, participants will review the text of various authors who have written about team learning. Each participant reads the required text and reviews a second a book of their choice related to team learning. The participants then learn from each other the key points of the authors. In practice, participants immerse themselves in a project team that follows a sequence of problem solving steps from analysis through solutions. Competencies: L7 and FX (students may register for only one competence). Faculty: Karen Snyder

FA 344
UNDERSTANDING AND ADDRESSING CONFLICT AT WORK: A LEADER’S GUIDE
Undergraduate
In the workplace differences of opinion are an important source of change, innovation and creativity. Yet when differences are not dealt with effectively, they can grow into conflicts that shatter important working relationships and require precious resources to resolve. Leaders need to be adept at dealing with differences respectfully and creatively to maintain the interdependent relationships that are replacing command and control power structures in today's decentralized, fast-paced organizations. This five-week course will introduce the skills needed to address conflicts in a constructive way and provide an opportunity to practice them. It provides an overview of skills and techniques that help leaders identify and address workplace differences that can lead to conflict as well as help them resolve conflict productively when it occurs so that relationships are preserved. Students will be able to distinguish between the methods of addressing conflict including arbitration and mediation; will identify potential sources of conflict in their own workplace; use skills associated with conflict resolution to facilitate change in non-conflict situations; identify archetypal roles associated with conflict and the story framework associated with the conflict resolution process. Competences: A3X, FX, H3D. Faculty: Paula Bartholome

FA 345
THRIVING FROM BUSINESS SUCCESS
Undergraduate
Once an idea is proven feasible, time must be put into creating a business entity within which that idea can become a reality. This course teaches students the details associated with writing a business plan, forming and managing a functional business and creates a deeper appreciation for what goes into creating and running a business. This class can only be taken for one competence. Pre-1999 Competencies: HCF, WW. BA-1999 Competencies: H3X, FX. Faculty: Ed Paulson (www.edpaulson.com)
LEADING FROM WITHIN: TAPPING YOUR INTERNAL WISDOM
Undergraduate
Leadership begins within us. In order to be an effective leader, we need to have an awareness of how we create in the world. To affect transformation in our organizations, we need to understand the power we have to effect change. Additionally, any leader intending to be at the forefront of their industry needs to experience, apply and nurture their creativity and create an organizational environment that does the same for all company associates. This course looks at leadership as a process of understanding the internal building blocks of effective leadership, whether you are a sole-entrepreneur or the CEO of a fortune-100 firm. It enables students to experience and learn the skills/tools necessary for an innovative approach to leading. The format is largely experiential, with emphasis on exercises, techniques and readings through which the students will investigate the creative process and how it is integral to all aspects of the business. The course is designed to open students to the creativity within themselves and their organizations, and to the tools that promote innovation and enhanced organizational effectiveness. BA-1999 Competencies: A3X, H3F, H2C, FX. Pre-1999: WW, ALF, HCO, HCT. Faculty: Laurie LaMantia

WRITING PERSUASIVE BUSINESS PROPOSALS
Undergraduate
The first step in the creation of effective training programs for in-house or out-sourced clients, this course probes deeply into the art and craft of creating persuasive proposals. It may be a surprise to learn that proposals are written to an effective, sensible formula. Master it in a five-week, close-up examination. This course can be taken for only one competence and meets only the first five weeks of the quarter. Competencies: A2B, L7, FX, S2D, H2X. Faculty: Will Johnston

UNDERSTANDING ORGANIZATIONS AND OURSELVES
Undergraduate
Organizations play an enormous role in our personal, business and community development. At the same time organizations are shaping us, our participation in these organizations shapes their structure, values and behavior. In this course you will begin to understand the dynamic relationship between the individual and the organization, using your own experience as a starting point. This highly participatory seminar format course will give you many opportunities to learn from your own experience of organizations, and those of your colleagues. You will learn to frame your experience in terms of existing and emerging organization theory from the modernist and post-modernist perspective. While this course while be relevant to many, it will be particularly useful to those interested in working with, or influencing organizations, including business people, managers, human resource and organizational development practitioners, and those working in the non-profit sectors. Competencies: A3F, H1E, H2X, FX. Faculty: Pamela Meyer.

TRAINING, TEACHING AND TEAMS IN THE WORKPLACE
Undergraduate
What is workplace learning? Why do employers want to train employees instead of hiring people already skilled, and how is the teaching task accomplished? Is workplace learning different from classroom learning? Do people learn better in groups? Do people accomplish more in groups? Less? Who is the best workplace teacher? Why? In this course, students will address the many concepts and problems raised by the acquisition of skills and knowledge in the workplace. By examining texts, case studies, and experience will uncover theories and methods of teaching and will define productive workplace education. F-X: Can explain the role of training in the workplace. Competences: L-7, FX, H-1-B, H-3-A, H-3-B, H-3-D. Faculty: Bil Murray/ Dina Harris

EFFECTIVE COLLABORATION: SKILLS, STRUCTURE AND CULTURE
Undergraduate
Collaboration or working in teams is part of most 21st century workplaces. It is intended to be a way to tap into the creativity, problem-solving skills and diverse perspectives of today's organizations in an effort to be competitive through creating and sharing knowledge. Collaboration is encouraged in traditional settings “face-to-face” as well as virtually. What does it mean to collaborate effectively? What are the skills, structures/tools and organizational cultures that promote collaboration? During this class students will take a very hands-on approach to exploring these questions while practicing the individual skills that support collaborative work. They will also explore and discuss the types of organizational structures and organizational cultures that support effective collaborative work. Working in groups they will document their shared understanding of these concepts using a free tool for creating a knowledge model of their collaborative efforts. Competences: FX, L7, H3D
**FA 352**  
**BUSINESS ETHICS AND SOCIETY**  
**Undergraduate**  
In this class, we will explore major issues in business ethics related to labor, equal employment opportunity, worker safety and health, environmental quality, financial disclosure, and the role of government and free enterprise in preserving and enhancing our society and market operations. We will examine accepted business practices in light of human needs, justice, rights, and dignity. By exploring a variety of ethical frameworks and perspectives, we will consider the questions of whether or how moral imperatives and values work in the conduct of business. Competences: A3X, A4, FX, H2X. Faculty: Bridgette Mahan

**FA 353**  
**SYSTEMS CHANGE AND CHAOS THEORY**  
**Undergraduate**  
This course focuses on the phenomenon of organizational change. It examines the natural environment as an example of the ways chaos can be a healthy, and often necessary, aspect of an organization’s identity. As organizations continually reinvent themselves, chaos models are useful tools for assessing this change strategically. We address the following specific issues: (1) the complexities of inside, and outside, collaboration; (2) reinvention of the organizational relationship; (3) building a shared vision; (4) systems thinking; (5) Strategies for team-based learning and related leadership skills. Competences: L7, S2D, FX, H2C. Faculty: Team-taught: Tranita Jackson and Joseph Ritchie

**FA 355**  
**USING PERFORMANCE METRICS TO ANALYZE AND ENHANCE BUSINESS RESULTS**  
**Undergraduate**  
Business performance cannot be viewed in a vacuum. It must be viewed in terms of past performance, current results, and where performance levels need to be in order to achieve desired outcomes. This course will explore the use of performance metrics as a strategic tool to enhance business results. Without an accurate, quantitative assessment of what is being done from an actions to outcome perspective, it is difficult to set a course for positive change. Establishing a set of integrated performance metrics involves numerous business processes. In this context, the course will also examine mission statements, business plans, databases, the creation of key tasks, and the establishment of good employee relations through leadership initiatives. The importance that each of these elements has in the business process, as well as how they need to be integrated to produce optimum business results, will be discussed. Competences: H2C, H2D, FX. Faculty: Thomas Bottum

**FA 357**  
**INTERNATIONAL BUSINESS IN THE GLOBAL ECONOMY**  
**Undergraduate**  
The advances in communications technology have changed the global economy and have shaped communities throughout the world. The advent of the Internet, email systems, worldwide shipping capabilities and the pressure for profit production have contributed to the erosion of political and national lines in favor of international trade. Global trade agreements, the World Trade Organization, and the European Union illustrate the new era of cross-national trade taking precedence over tradition nationalistic interests. As the economy becomes more global, it becomes essential for all participants to understand emerging trends in order to thrive, sustain or survive. This course examines the resources used in international business and analyzes movements in the global economy. The process will include a study on how these economic changes effect global communities and redefine ethical systems. Students will learn to identify the underlying factors that move the global economy and what effects those movements have on various ethical, social and economic systems. New economies, economic processes and implementation, as well as political, social and ethical systems construct the global community of today. This globalization effects all in the workforce, regardless of level or perceptions. Each member of the global society should be able to recognize, adapt and interpret current trends in this new economy in order to make appropriate business, social and ethical decisions. This class consists of discussions focused on global systems, economic and ethic, introductory lectures on basic global economic concepts and theoretical frameworks. Students will participate in discussions of current events related to economic globalization and write reflective papers addressing their competencies. Competences: A4, H5, H1X, H1C, FX. Faculty: Daniel Ryan

**FA 359**  
**ETHICAL BUSINESS BEHAVIOR**  
**Undergraduate**  
Ethical Business Behavior explores the ethical issues that business decision-makers face and examines the moral principles that are used to help resolve these issues. Ethical decisions in the workplace can have tremendous influence on the individuals and the corporations involved. The outcomes of unethical behavior can affect reputations, trust and career path. Results have been as severe as loss of employment, physical harm to individuals, corporate bankruptcy and even impacts to the economy. Students are placed in decision-making roles through exercises, case studies and role-playing. Reasoning skills are honed through identification of ethical issues and alternative means to analyze these issues. Ethical behavior is evaluated using analytical skills to apply ethical concepts to business situations. Competences: A4, H2X, FX. Faculty: Staff
FA 360
UNDERSTANDING TRAINING AND DEVELOPMENT BASICS
Undergraduate
Both in a stable and unstable economy, employers are compelled to make the best use of their human resources. With globalization of business, widespread and ever changing use of technology, and the ever-increasing demand by employees for work/life stability, employers are seeking ways to keep talented individuals a part of their workforce. One way in which they go about doing this is through training and development. As a manager, supervisor or HR specialist, it is important to understand the basic principles of employee training. Whether you are the initiator or consumer of training instruction, this course will help you develop an awareness of opportunities and challenges in employee training such as assessment of needs, training objectives, needs priorities, training methods and evaluation. This course has been designed as an overview course, and it is not intended for students who have extensive training and development experience. May only be taken for one competence. Competencies: FX, H2C. Faculty: Christine Hayda

FA 361
TEAM BUILDING
Undergraduate
No matter what our expertise, discipline, or area of interest, we are and will continually become members of teams, work groups, task forces and committees in both our work and personal lives. What we once did in isolation, we now do with others. This awareness has required truly effective organizational leaders to examine, understand, and master the ways in which individuals interact in group and team settings. Team Building utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing effective teams. Different approaches to management, motivation and performance are addressed, along with barriers to effective team efforts. Participants will experience the roles of team member and team leader as they develop their understanding of the "whats" and "whys" of effective teams. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team development and maintenance, identifying current challenges and issues that exist in a variety of settings, including "virtual" teams, and identifying positive team management strategies and their application to those situations. Competencies: L7, H2F, H3D, FX. Faculty: Tony Colantoni

FA 362
CHICAGO: AN ENVIRONMENTAL HISTORY
Undergraduate
This course will explore the history of Chicago from an environmental perspective. From the city's first days, its geographic location amidst surrounding natural resources has been key to the city's development. In this class, we will trace the historical relationship between Chicago and its environs. We will examine the transition of Chicago from a rising industrial power to its position as a burgeoning green urban center. We will study environmental movements of the last century and a half, from early urban reformers to more modern efforts to clean up the city's air, water, and land resources. We will also consider issues of environmental justice, in terms of the distribution of living, working, and waste spaces. Finally, we will investigate contemporary environmental problems and solutions. Students will be expected to attend lectures, participate in class discussions, and research and present their findings on a current environmental issue in Chicago. Competencies: S3C, H4, H1H. Faculty: Chris Wonderlich

FA 363
ADVOCACY AND SELF-DETERMINATION
Undergraduate
Students will study the process of goal achievement from goal definition through development of a vision, review of resources and obstacles, strategic ordering of tasks and steps, effective communication and negotiation, and development of an action plan. They will consider current theory and engage in practical exercises that will require the application of this theory. They will produce a completed action plan for a defined personal goal. Competencies: A-3-D, A-3-X, H-3-X, L-7. Faculty: Lynn Royser and Norene Trondsen

FA 364
STATISTICS FOR MANAGERIAL DECISION, SOCIAL AND BEHAVIORAL SCIENCES
Undergraduate
This course introduces the fundamental concepts and methods of statistics with emphasis on real world applications to a wide variety of fields. Statistical methods constitute valuable analytical tools for decision and policy making in the twenty first century. The apprehension of such techniques should enable business managers, policy makers, educators, behavioral scientists, and other social scientists to reach an informed and well presented conclusion that is based on real-life tractable phenomena. The course begins with a survey of basic descriptive statistics, data sources, and data collection and presentation. It then covers elementary probability theory, sampling, estimation, hypothesis testing, and linear regression. Those statistics and characteristics will be easily computed using the Microsoft Excel, Minitab, or other software. The course focuses not on mathematical proofs of theorems, but rather on practical issues involved in the collection, treatment, and interpretations of historical data from a wide variety of areas of interest, including finance, economics, education, psychology, public opinion, demography, immigration, and data in the related fields using the techniques of statistical inference. More importantly, it is crucial to keep in mind throughout this course that the reliability of any decision or policy making based on historical data depends on well constructed statistical inference. You do not need to have previous knowledge of Minitab or other statistical software to take this class, however you are expected to be acquainted with Microsoft Excel. Competencies: S-2-X, H-2-E, F-X. Faculty: Samuel Koumkwa
**FA 365**
**THE LEADERSHIP EDGE**
**Undergraduate**
The course is designed to give students a practical understanding of the ways transformational leaders are having a lasting impact on a wide array of organizations ranging from major corporations, to nonprofits, to international institutions. In the process, students will learn leadership lessons that can contribute to their personal and professional growth and development. The principles of deep change can apply to people at every level of an organization regardless of its size. The class is interactive and will include case studies as well as movies portraying transformational leaders who have pursued the vision of deep change. Multi-media activities will include small and large group discussions and presentations, research, report writing and video and audio tape presentations. Students prepare a paper based on personal experience, class activities and independent research to demonstrate their understanding of the competency chosen. Competences: A-3-C, H-2-C, F-X, A-4
Faculty: Greg Gilmore

**FA 366**
**CULTURAL PERSPECTIVES ON THE GLOBAL ECONOMY**
**Undergraduate**
This course explores economic globalization from the perspective of the ethical and religious values of the world's major cultural traditions. For all their differences, the religious traditions of the world have one thing in common: the poverty, suffering and violence that afflict a tremendous number of people in our global economy. This course will explore how the world's religious and spiritual traditions can help us collaborate to reduce economic injustice and promote environmentally responsible development. In particular, we will focus on the unique perspective that Buddhism can bring to economics. The goal is to promote an intercultural dialogue that will help us learn collaboratively about some of the most important and practical issues of our day. Competences: H2A, A3A, A4, FX. Faculty: Michael Skelley

**FA 367**
**INTEGRATED MARKETING COMMUNICATIONS**
**Undergraduate**
This course introduces the concept of Integrated Marketing Communications (IMC) which is the approach that more and more marketing and communications professionals are using to face the challenges of the contemporary market place. An increased rate of advertising clutter in most traditional media, the rapid growth of the internet, a more product knowledgeable and demanding consumer with an increased variety of options to chose from, higher pressures from manufacturers to retail chains and a global economy are only a few characteristics of today's business environment. We will use real examples of companies and industries to analyze the concepts of advertising, sales promotion, direct marketing, interactive/internet marketing, public relations and personal selling and the most common techniques for understanding consumer behavior and create an effective promotional campaign that integrates some of these tools to target specific markets. Additional skills for the creation of visual layouts and global market penetration analysis will be developed for some students depending upon their selected competences. Competences: A2X, H2X, FX. Faculty: Staff

**FA 368**
**COMPASSIONATE BUSINESS: STRESS REDUCTION IN THE WORKFORCE**
**Undergraduate**
A system of spiritual growth; A system of stress relief. In the business world, the stress on a person's life and health has a direct impact on their productivity and creativity. Studies have shown that as stress increases in someone's life, their productivity at work goes down. The current state of humanity and technology has created a world with a new type of stress; the pace and speed of interaction has increased to a rate where a person has to deal with an influx of information and, often, interactions with hundreds of people per day via different technologies. In this course we will study another worldview in order to develop survival skills that reduce our stress. This different world view is the Yogic tradition from India called Kundalini Yoga. By taking this course, students will develop stress relief techniques and a sense of great purpose in their business lives. We will lower the stress level in our lives by participating in Kundalini Yoga stress reduction techniques from a video, weekly meditation exercises and textbooks. Through the course we will also develop Personal Goals (1 year, 5 year and 10 year), Value Statements based on self developed principals, personal mission statements, and a unique self care plan tailored to each student's individual temperament, to use during periods of stress. Students taking the course for H2X will create a volunteer project to promote a better quality of life for their colleagues. All students will be required if possible to attend one field trip; a regular Kundalini class. Competences: H2X, A3B, FX. Faculty: Dr. Japa Khalsa www.espanolaacupunture.net

**FA 369**
**HUMAN RELATIONS IN THE WORKPLACE**
**Undergraduate**
In this career analysis and development course, students examine the six key Human Resource functions with their accompanying principles, and then examine and practice key Human Relations skills and roles in order to develop their competence in understand how people perform in the workplace. Specifically, students will be involved in understanding the interrelated functions of: workforce planning, design of productive work systems, structure and process of labor law, development of flexible compensation/benefits programs, design of effective employee safety/security/health programs, and construction of intelligent information systems for the human resources environment. Students will witness and measure the practice of the key skills and roles including goal-setting, communicating, and negotiating. Students will also practice assessing performance, retention, and other human resource functions. Competences: FX, L7, H3X, S3X. Faculty: William Henning
FA 370
STRATEGIC APPROACHES TO PROJECT MANAGEMENT
Undergraduate
Project management can be broadly defined as planning, scheduling of non-routine tasks, and allocation of resources to complete a specific project deliverable within a given time period. Today, global economic competition, limited resources, tight deadlines, and the complexity of projects demand knowledge of systematic project management techniques and applications of project management tools. This course is designed to provide a general framework to assist you in developing fundamental project management skills and the application of strategic approaches to successful project management. Topics include concepts and techniques in developing a project plan, budgeting, cost management, and scheduling. Project scheduling topics will address scheduling techniques (PERT- Program Evaluation Review Technique and CPM- Critical Path Method), methods to assess risk, resource allocation, and project acceleration. Additional topics include project monitoring, control, evaluation, and project termination processes. To demonstrate a basic knowledge of project management concepts, individual project case studies for this course will build upon competencies and utilize basic project management tools. Competences: H3D, FX, S1X. Faculty: Paul Okamoto

FA 371
WORK AND THE MODERN SELF
Undergraduate
Our identities are shaped by the work that we do (and by the work that we do not have the opportunity to do). This course will address the impact of working and of the products of our work on our sense of self. For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. We will consider work from the perspective of our needs and values, but also from the perspective of the needs of society. We will also consider the value that society assigns to different types of work (and the impact of that valuation on us and on various social groups). Other topics will include how work affects our family and social lives, how our private lives affect our experience of work, and the impact of technology on our work. Competences: A3D, H4, S3F, FX. Faculty: Kevin Buckley

FA 372
GENDER, MIGRATION AND THE NEW WORLD ORDER
Undergraduate
All over the world more and more women are migrating to different countries or parts of the world. The majority of these migrants are employed as "nannies, maids, and sex workers." The global restructuring of national or regional economies results in massive unemployment and the destruction of traditional sources of livelihood. Women therefore migrate to other countries or parts of the world in order to secure their own and their family members' livelihoods, and an array of national policies and institutions propagate, mediate, and benefit from the global free trade or domestic or sex workers. In this course we address these issues by asking to what extent the traditional gender-based values of the old world order remain intact in this new economy while crossing divisions based on class, racial-ethnic, geopolitical, or cultural differences. Migrant women's experiences, voices, and individual and collective acts of resistance or organization are center-staged in this course. Competences: H4, H5, A3C, A4, H1B, H2A. Faculty: Mechthild Hart

FA 373
IRELAND FROM THE INSIDE OUT
Undergraduate
The Irish can lay claim to shaping and exporting to the larger world the work of musicians Bono, U2, and the Cranberries, poet Seamus Heaney, novelist Roddy Doyle, screenwriter and director Neil Jordan (The Crying Game, Michael Collins) and the re-emergence of Celtic spirituality. All of this is an outgrowth of the tremendous social, economic and political changes occurring over the past twenty years in Ireland. This course examines the economic, social and political history of Ireland, as well as the forces shaping recent changes within the society. While the island's total size is only 52,341 m2 or approximately the size of Alabama with close to 4 million people living in the Republic of Ireland, it has been at the center of historic change and a crossroads for many shifts in European and world history. Students will demonstrate the competencies through class participation, field work, research and other assignments that will allow them to apply course readings, guest speakers, videos and discussion to their own interests. Competences: H5, H2X, H1X, A1X. Faculty: Rebecca Lindsay-Ryan.

FA 374
LITERATURE AND CINEMA AND THEIR IMPACT ON THE HUMAN EXPERIENCE
Undergraduate
How does literature and film transform the human experience? Through fiction, drama, and film from different cultures, in this course, students will explore how these art forms shape the individual, and have the ability to transform us mentally, emotionally and physically. Through international literature and films, this course will emphasize the study of different cultures, different views, different systems of thoughts and values. The goal of this course is to learn that in spite of differences, there is a universality and sameness in human’s emotions and needs. This course will focus on screening a variety of films, reading different forms of literature, and will require students to discuss and analyzing films and books. Competences: A1A, A5, H1X, H3X. Faculty: Ezzat Goushegir
FA 375
NARRATIVE FOR FREEDOM: THE LITERATURE OF AMERICAN ABOLITIONISM
Undergraduate
This course facilitates discussion and learning about a challenging subject in American history. Through literary writings from the Abolitionist Movement, we will study the oppressive nature of the American system of slavery as we read stories of resistance. Autobiographies are powerful sources--they animate life experiences and bring the past to life. The Narratives of slavery and freedom we will read in this class galvanized their 19th Century readers, as men and women bore witness to the violence and injustice they experienced under the slave system. They explicitly called upon the conscience of the nation--to abolish slavery and to live up to the ideals of freedom, equality, and democracy. In addition to rooting these Narratives in history, we will also explore how and why they were created, their rhetorical styles, as well as their place in black literary history. Competences: A1E, A5, H2H, H3G. Faculty: Anne Rapp

FA 376
PERSONAL MASTERY AND THE ORGANIZATION
Undergraduate
Peter Senge says, "Personal mastery goes beyond competence and skills...it means approaching one's life as a creative work, living life from a creative as opposed to a reactive viewpoint." This course starts with an introspective look into managing oneself, then moves into using tools to provide data on oneself and lastly, integrating the information into one's personal and professional life. Various personal development theories and models will be explored and used to build a Personal Development Plan. This course is for students who wish to engage in continual learning and self-reflection, and will provide an opportunity to identify ways for improving personal effectiveness, both at life and at work. Competences: A3X, H3X, FX. Faculty: Shawna Myers & Karmen Ehman

FA 377
A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE
Undergraduate
How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for the joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country. This is a one competence course: A3X, H1X, or H4. See peacejusticestudies.org or gandhi/king.org for more information. Faculty: Maureen Dolan. Please note this is a travel course with additional costs for conference registration, hotel, food, and travel.

FA 378
THE UNDERGROUND RAILROAD
Undergraduate
This course uses the geographic region of west central Illinois. Specifically, the course focuses on Jacksonville, the county seat of Morgan County, Illinois. The engaging learning questions are what does Jacksonville have to teach us about the Underground Railroad and why is that important? The activities of a developing nation coming to grips with the institution of slavery, manifest destiny, expansion and growth are the sources of present day identity. How these giant issues made an impact in a small town that was growing along with the rest of the nation serve as a metaphor for development of the west. Though we will deal with the real lives of real people and their experiences of daily life, we will also consider Jacksonville as an example for all those places that were equally active on the stage of national development and the pathway that led inevitably to the Civil War. We cannot consider all of the issues with which these early settlers contended, but we will focus our attention more narrowly and peer into the lives and times of these pioneers through the lens of "...our peculiar institution..." we know as slavery and the flight for freedom. We will consider the experiences associated with this flight from the perspectives of those who fled and those who helped the freedom seekers flee. We will consider a thirty-year time frame from 1830 to 1860 and we will inquire into the political, theological, educational, agricultural, and motivational traits and attitudes that brought people to this place and influenced their actions. We will draw connections between important personal values and why people came to this frontier of the national western boundary of the U.S. and how the institutions they built continue to transform our lives. Competences: L7, A1B, H4, H2A, H3G. Faculty: John Willets
FA 379
WAR PRESIDENTS/ PEACE PRESIDENTS
Undergraduate
Presidents of the United States have been analyzed from various perspectives over the years: as Federalists or Anti-Federalists; as Whigs, Democrats or Republicans; as activists or conservatives; as friendly to business or labor or consumers; as good campaigners or bad; as popular or unpopular; successful or unsuccessful, and so forth. This course will look at the history of the U.S. presidency through the lens of War and Peace. Presidents have been entrusted by the People with enormous powers, but none so solemn and vital as those of "Commander-in-Chief." During the nation’s 229 years, which Presidents have been primarily known for their roles as War Presidents? Which wars were "major" and which "minor"? Which wars were initiated by which Presidents? Which were wars in response to attacks on the United States? Which were wars initiated by Congress? Were all of these wars "just wars"? What is a "just War"? Does it matter whether or not it is just or just that we win? Which Presidents pursued diplomacy to avert war? Which Presidents were known for their dedication to Peace? Which were both? How did the various Presidents handle tough times of war or peace? How did they perform as leaders and react to public dissent or support? What was the impact of their decisions on the nation's well-being? What lessons can we learn from these histories? Each student will individually study one President from the 18th or 19th century during the first five weeks of class; and a 20th century President during the final five weeks, by reading from various biographical sources. Each week students will bring their reading and research results to share with the class, so we gain an even broader perspective. We also will follow the unfolding events of the current U.S. overseas wars and the actions of the current President of the United States, Congress and Press. Competences: A3C, H1X, H2X, H5. Faculty: R. Craig Sautter

FA 380
ARTISTIC EXPRESSION THROUGH DIGITAL PHOTOGRAPHY
Undergraduate
A photographer is someone who combines the compositional skills of an artist, the analytical mind of a scientist and the observational soul of a poet. In this introductory course you will become all three as you study traditional photographic composition and interpret the images you captured with your digital camera in the darkroom of Adobe PhotoShop. Competences: A1A, A2D, A5, S3X. Faculty: Michael Boruch

FA 381
CONFLICT AND COOPERATION AMONG NATIONS: BUILDING DEMOCRACY AND A FREE MARKET IN IRAQ
Undergraduate
This course is an introduction to international relations, the analysis of the actors, institutions, and events, which influence the processes of international politics, the market, and the development of strategy. The context of the course is based on the changes caused by 9-11 to international politics, markets, strategies, and the consequences of those changes. This course will use the effort to construct a democracy and a free market in Iraq as a case study to explore the larger changes occurring in the international system in the post 9-11 era. Every student will be expected to know the substance and controversies attendant to political, economic, and military developments in Iraq. Each of these areas is fundamentally critical in assessing whether building democracy in Iraq can succeed. A critical analysis of democracy in Iraq is a major goal of this course. Competences: H5, H1C, H2E, FX. Faculty: Dr. James Brask

FA 382
DESIGNING ORGANIZATIONS
Undergraduate
While examining theories of organization and organizational behavior students will: Explore the raison d'etre of modern organizations and how they evolve. Learn the core variables and processes that determine an organization's structure and capacity for achievement. Consider the accelerating and transformational changes in current organizational design including: Digital technology's impact on organizational form, from classic forms to distributed and virtual organizations; The shift from organizations being risk averse to taking risks to enhance innovation; Virtual work environments and shared offices; How emphasis on collaboration has changed the organizational landscape. Competences: A-3-X, H-1-F, H-2-F. Faculty: Staff

FA 383
CONTEMPORARY ETHICS
Undergraduate
This course briefly examines the ethical responses to problems in contemporary society. The main emphasis will be to establish basic competence in the comparison of systems of ethics in an effort to assist dialogue in our pluralistic world. The goal of this course is to assist students in making decisions in today's highly charged socio-political world characterized and fueled by competing ethical tenets, and to consider their roles in the development of a tolerant society. Competences: A1X, A3X, A4. Faculty: William Wassner

FA 384
THE ROLE OF GLOBAL BUSINESSES IN ERADICATING POVERTY
Undergraduate
In this course, students will explore globalization and the role of international businesses in creating jobs and making a profit as perhaps the best way to eradicate poverty in developing countries. We will also examine the role of the Millennium Development Goals (MDGs) in reducing poverty, promoting human rights, safeguarding the environment, and creating new global business partnerships. Course website: http://condor.depaul.edu/~pszczerb/global.html Competences: A3C, H1X, H2X, H3X. Faculty: Patricia Szczerba
FA 385
THE AMERICAN DREAM: MAKING IT OR NOT IN THE USA
Undergraduate
Throughout our country's history, our culture has embraced the notion of the Great American Dream. Rags-to-riches heroes have fascinated and inspired us; have shaped a cultural belief system which teaches that anyone can be anything in America if they demonstrate the talent, the intelligence, and the willingness to work hard for financial success. Critics of the American Dream argue that it is simply not possible for everyone to prosper through determination and hard work alone. Our continued belief in the American Dream, they suggest, blinds us to the structural factors that influence individual success or failure such as class privilege and institutional discrimination. In this class we will examine the American Dream in detail. How and why did it develop in our culture? How is it taught and shared by members of our culture? How does the American Dream compare to cultural messages regarding individual capabilities in other countries? Does our belief in the American Dream empower or restrict individual potential? Through an examination of interdisciplinary readings, film and television material, and lively in-class discussions, students in this course will critically examine the American Dream and its impact on our culture, and on individual life experience. Competences: A3G, H3G, H4. Faculty: Kathryn Mary Johnson

FA 386
EXPLORING THE NONPROFIT WORKPLACE
Undergraduate
Working in a non-profit organization can be a very rewarding experience. But how do you know what would be a good fit based on what you can offer? This exploratory course provides students with an overview of what ingredients make a non-profit successful. The lessons provide students with an understanding of how a social issue can be conceptualized into a program to form a non-profit organization. Students learn the basic operational components of an effective non-profit, explore best practices, determine how institutions impact social problems and evaluate their effectiveness. Students also reflect upon their own skills and abilities as they research or interact with non-profits to help guide them into an environment that matches their interests. The course is interactive and consists of a film, reflection, group and individual exercises, readings, discussion, research and writing. The final paper may consist of examining a social issue from an ethical perspective, analyzing the challenges faced by urban, suburban or rural settings, evaluating the effectiveness of how a social institution addresses a social problem or designing an individualized transition plan to volunteer or work in a non-profit organization. Students may also propose a competence and an idea for the final paper. Competencies: A3C, H1H, H2A, FX. Faculty: Maria L. Ugarte-Ramos

FA 387
AFRICAN-AMERICAN CULTURAL VALES, HISTORY, AND PERSPECTIVES
Undergraduate
This course is important for students who seek to gain a comprehensive understanding of African-American history in the United States. It will begin with discussions of African culture, the Atlantic Slave Trade, and early forms of slavery/indenturing. It will pay particular attention to the colonial and Revolutionary experience, delving into the mass exodus of Africans during the Revolutionary War, and African-American's role and position in the country's formative years. Enslavement, the Civil War and Reconstruction will follow as key areas of study. In every discussion, students will be asked to look for parallels between the contemporary and 18th and 19th century African-American experience and, where appropriate, to identify key social and cultural thinkers and leaders of the various historical periods. The primary texts for the course will be John Hope Franklin's From Slavery to Freedom, articles and readings written by scholars and important early African-American artists and intellectuals, and video presentations. It is offered for H-4, H-1-F, H-1-B, FX, and A-3-C. Faculty: Nancy Davis

FA 388
PUBLIC/COMMUNITY RELATIONS
Undergraduate
Public relations is a tool for promoting an activity, an event, a company, product, or person. Students will learn about the various contexts where public and community relations activities can be used to increase the public's awareness of the value and worth of a particular product, person, or activity. Case studies will be used to illustrate how public relations can enhance one's image and visibility, especially in the funding raising or marketing world. Students will learn: 1) the overall purpose of public and community relations, 2) its use as a strategic marketing/promotional tool, and 3) how to develop a public relations plan that can be implemented. They will also learn the importance of knowing their audience and appropriately communicating messages to different groups. They will also examine the role that media, as both a social institution and a technological tool, is used to communicate a wide range of messages and information. Competencies: L-7, H1A, H2G, FX. Instructor: Staff

FA 389
INTRODUCTION TO RESTORATIVE PEACEMAKING PRACTICES
Undergraduate
This course will provide an introduction to the emerging field of restorative justice. The purpose is to present an overview of the restorative justice philosophy, principles and practices, including victim offender mediation, conferencing and peacemaking circles. Competencies: A3F, H3D, L7, FX, H3G Faculty: Peter Newman and Elizabeth Vastine
FA 390
DIVERSITY: IN AND BEYOND THE WORK PLACE
Undergraduate
Diversity, Multiculturalism, Affirmative Action, Equal Opportunity Employer these are all words that have historical significance and power in today's workplace. This course will examine how the United States workplace has attempted to address diversity and what have been the challenges along the way. Other aspects of life in the United States such as families, schools, churches and neighborhoods have functioned with less of an effort to represent the pluralism of society. This course will explore these differences and evaluate the experiences of the individual, organizations, and institutions from a multitude of perspectives. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience. Competences: FX, A1E, H1B, L7, S3X. Faculty: Elisabeth Lindsay-Ryan

FA 391
THE POLITICS AND HISTORY OF THE VIETNAM WAR
Undergraduate
The Vietnam War was the longest and, perhaps, the most controversial of American Wars. This course will briefly examine Vietnamese society and the First Indochina War as introduction to discussing the Second Indochina War. This course has four main objectives: 1.) to examine why and how the Second Indochina War was fought; 2.) to analyze the portrayal of the war in literature and film; 3.) to analyze what has been learned, and what should have been learned, from this war and 4.) examine how such lessons influence contemporary policy and perceptions, (i.e. the significance of the Vietnam War in assessing the wars in Iraq and Afghanistan, the effect of the war on the decision making calculus of the media, public, and politicians). Competences: H5, H1F, H2E, FX. Faculty: Dr. James J. Brask

FCH 101
BASIC FRENCH I
Undergraduate
Listening to, speaking, reading and writing French in a cultural context for the beginning student.

FCH 102
BASIC FRENCH II
Undergraduate
Continued emphasis on the four skills in culturally-authentic situations.

FCH 103
BASIC FRENCH III
Undergraduate
Completion of the basic elements of the French language, spoken as well as written, with due regard to the cultural context of French expression.

FCH 104
INTERMEDIATE FRENCH I
Undergraduate
Intensive practice in the use of French through listening, speaking, reading, and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

FCH 105
INTERMEDIATE FRENCH II
Undergraduate
More concentration on the four language skills in an authentic cultural context.

FCH 106
INTERMEDIATE FRENCH III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing French with a concomitant heightened awareness of the cultural dimensions of the French language.
FCH 197
SPECIAL TOPICS IN FRENCH
Undergraduate
See schedule for current offerings.

FCH 198
STUDY ABROAD
Undergraduate
Variable credit.

FCH 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

FCH 201
ADVANCED COMMUNICATION I
Undergraduate
Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar.

FCH 202
ADVANCED COMMUNICATION II
Undergraduate
Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing, and other writing activities.

FCH 203
ADVANCED COMMUNICATION III
Undergraduate
Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression.

FCH 204
ADVANCED COMMUNICATION IV
Undergraduate
Continued refinement of advanced speaking skills by focusing on oral texts discussed in their sociocultural context. Backup support provided through written texts and exercises.

FCH 297
SPECIAL TOPICS IN FRENCH
Undergraduate
See schedule for current offerings.

FCH 298
STUDY ABROAD
Undergraduate
Variable credit.

FCH 299
INDEPENDENT STUDY
Undergraduate
Variable credit.
FCH 301
THE MIDDLE AGES
Undergraduate
Chansons de gestes, theatre, lyric poetry, chronicles.

FCH 302
SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE
Undergraduate
1600 to the end of the "Ancient Regime".

FCH 303
ROMANTICS, REALISTS, AND REBELS
Undergraduate
19th-century French literature.

FCH 304
FRENCH CIVILIZATION I
Undergraduate
Intellectual, political and social background from early times through the revolution.

FCH 305
RENAISSANCE
Undergraduate
LaPleiade, Rabelais, Montaigne, Marguerite de Navarre.

FCH 306
SEVENTEENTH-CENTURY FRANCE
Undergraduate
From the baroque through the classical period.

FCH 307
THE AGE OF ENLIGHTENMENT
Undergraduate
Contributions of 18th-century French thinkers.

FCH 308
THE ROMANTIC MOVEMENT
Undergraduate
Lamartine, Hugo, Vigny, Musset.

FCH 309
THE FRENCH NOVEL
Undergraduate
Topics include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel.

FCH 310
FRENCH DRAMA
Undergraduate
Topics include: classical drama; romantic drama; contemporary drama.
FCH 311  
FRENCH POETRY  
Undergraduate  
Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets.

FCH 312  
TWENTIETH CENTURY WRITERS  
Undergraduate  
Proust, Gide, Malraux, Camus, Sartre.

FCH 313  
THE SURREALIST REVOLUTION  
Undergraduate  
Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bu?uel.

FCH 314  
CONTEMPORARY FRENCH WRITERS  
Undergraduate  

FCH 315  
CONTEMPORARY FRENCH CRITICISM  
Undergraduate  
Topics include: structuralist critics; feminist critics; post-modernist critics.

FCH 316  
FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN  
Undergraduate  
Classic and emerging writers of these regions.

FCH 317  
THE LITERATURE OF FRENCH CANADA  
Undergraduate  
Classic and contemporary French-Canadian writers.

FCH 319  
FRENCH/FRANCOPHONE WOMEN WRITERS  
Undergraduate  
Studies in literary, cultural and social issues.

FCH 320  
FRENCH FOR BUSINESS  
Undergraduate  
Advanced preparation for the use of French in the business world.

FCH 321  
TRANSLATION  
Undergraduate  
Fundamental principles of translation and acquisition of practical skills involved in translating original documents from French into English and from English into French in the areas of literature and other topics. Three years of college French recommended.
FCH 322
FRENCH GRAMMAR AND USAGE
Undergraduate
An examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis.

FCH 323
TRANSLATION II
Undergraduate
Continues introduction to fundamental principles of translation and acquisition of techniques for translating a range of texts from French into English. Continuation of FCH 321.

FCH 324
TRANSLATION III
Undergraduate
Intensive practice of French-English translation. Continuation of FCH 323, with internship involving francophone companies or a free-lance translation project. Completes professional experience and portfolio for students seeking Minor in French Translation or a specialization in translation within their French Major.

FCH 326
FRENCH STYLISTICS
Undergraduate
An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing.

FCH 329
FRENCH CINEMA
Undergraduate
Topics in French film from its origins to the present day.

FCH 332
FRENCH CIVILIZATION II
Undergraduate
Intellectual, political and social background from the rise of Napoleon to the current time.

FCH 340
FRENCH CIVILIZATION III
Undergraduate
Contemporary France.

FCH 341
INTRODUCTION TO FRENCH LITERATURE I
Undergraduate
Survey of French literature from its beginnings through the 17th century. (Required of all majors). Taught in Autumn quarter every two years on a rotating basis with FCH 342.

FCH 342
INTRODUCTION TO FRENCH LITERATURE II
Undergraduate
Survey of French literature of the 18th and 19th centuries. (Required of all majors). Taught in Autumn quarter every two years on a rotating basis with FCH 341.
FCH 345
THE AFRICAN PRESENCE IN FRANCE
Undergraduate
A cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. Includes: Algeria, Morrocco, Tunisia, Senegal, Cameroun, Mali.

FCH 350
FRENCH PHONOLOGY AND PHONETICS
Undergraduate
An in-depth study of the language's sound system and intensive pronunciation practice. (Required of all majors).

FCH 397
SPECIAL TOPICS IN FRENCH
Undergraduate
See schedule for current offerings.

FCH 398
STUDY ABROAD
Undergraduate
Variable credit. Students participating in the Institute of European Studies will be allowed to count a total of three courses (semester program) or five courses (year program) towards their major or minor requirements.

FCH 399
INDEPENDENT STUDY
Undergraduate
Variable credit. Permission of chair and instructor required.

FCH 401
THE MIDDLE AGES
Graduate
Chansons de gestes, theatre, lyric poetry, chronicles. Cross-listed with FCH 301.

FCH 402
SURVEY OF 17TH AND 18TH CENTURY FRENCH LITERATURE
Graduate
1600 to the end of the "Ancient Regime". Cross-listed with FCH 302.

FCH 403
ROMANTICS, REALISTS AND REBELS
Graduate

FCH 404
FRENCH CIVILIZATION I
Graduate
Intellectual, political and social background from early times through the revolution.

FCH 405
RENAISSANCE
Graduate
LaPleiade, Rabelais, Montaigne, Marguerite de Navarre.
FCH 406  
SEVENTEENTH-CENTURY FRANCE  
Graduate  
From the baroque through the classical period. Cross-listed with FCH 306.

FCH 407  
AGE OF ENLIGHTENMENT  
Graduate  
Contributions of 18th-century French thinkers.

FCH 408  
THE ROMANTIC MOVEMENT  
Graduate  
Lamartine, Hugo, Vigny, Musset. Cross-listed with FCH 308.

FCH 409  
THE FRENCH NOVEL  
Graduate  
Topics include: 17th- and 18th-century novel; world of Balzac; Flaubert and Stendhal; Realism and Naturalism; contemporary novelists; survey of the novel.

FCH 410  
FRENCH DRAMA  
Graduate  
Topics include: classical drama; romantic drama; contemporary drama. Cross-listed with FCH 310.

FCH 411  
FRENCH POETRY  
Graduate  
Topics include: form and substance; Baudelaire, Rimbaud, Verlaine, Mallarme; contemporary poets.

FCH 412  
TWENTIETH CENTURY WRITERS  
Graduate  
Proust, Gide, Malraux, Camus, Sartre.

FCH 413  
THE SURREALIST REVOLUTION  
Graduate  
Nerval, Lautreamont, Breton, Aragon; Films of Man Ray and Bunuel.

FCH 414  
CONTEMPORARY FRENCH WRITERS  
Graduate  

FCH 415  
CONTEMPORARY FRENCH CRITICISM  
Graduate  
Topics include: structuralist critics; feminist critics; post-modernist critics. Cross-listed with FCH 315.
FCH 416
FRANCOPHONE LITERATURE OF AFRICA AND THE CARIBBEAN
Graduate
Classic and emerging writers of these regions. Cross-listed with FCH 316.

FCH 417
THE LITERATURE OF FRENCH CANADA
Graduate
Classic and contemporary French-Canadian writers. Cross-listed with FCH 317.

FCH 419
FRENCH WOMEN WRITERS
Graduate
Studies in literary, cultural and social issues.

FCH 420
FRENCH FOR BUSINESS
Graduate

FCH 421
TRANSLATION
Graduate
Fundamental principles of translation and acquisition of practical skills involved in translating original documents from French into English and from English into French in the areas of literature and other topics. Cross-listed with FCH 321.

FCH 422
FRENCH GRAMMAR AND USAGE
Graduate
An examination of French grammar as a linguistic system and of notions of "standard" in written and spoken French. Recommended for future teachers and students interested in grammatical analysis. Cross-listed with FCH 322.

FCH 423
TRANSLATION II
Graduate
Continues introduction to fundamental principles of translation and acquisition of techniques for translating a range of texts from French into English. Continuation of FCH 321.

FCH 424
TRANSLATION III
Graduate
Intensive practice of French-English translation. Continuation of FCH 423, with internship involving francophone companies or a free-lance translation project. Completes professional experience and portfolio for students seeking Minor in French Translation or a specialization in translation within their French Major. Cross-listed with FCH 324.

FCH 426
FRENCH STYLISTICS
Graduate
An intensive writing course, providing rhetorical, linguistic, and literary analysis of varied styles of writing. Cross-listed with FCH 326.

FCH 429
FRENCH CINEMA
Graduate
Topics in French film from its origins to the present day.
FCH 432
FRENCH CIVILIZATION II
Graduate
Intellectual, political and social background from the rise of Napoleon to the current time.

FCH 440
FRENCH CIVILIZATION III
Graduate
Contemporary France. Cross-listed with FCH 340.

FCH 441
INTRODUCTION TO FRENCH LITERATURE I
Graduate
Survey of French literature from its beginnings through the 17th century.

FCH 442
INTRODUCTION TO FRENCH LITERATURE II
Graduate
Survey of French literature of the 18th and 19th centuries. Cross-listed with FCH 342.

FCH 445
THE AFRICAN PRESENCE IN FRANCE
Graduate
A cultural studies perspective on the immigrant populations in France since the end of the colonial empire in Africa. Includes: Algeria, Morrocco, Tunisia, Senegal, Cameroun, Mali. Cross-listed with FCH 345.

FCH 450
FRENCH PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice. Advanced knowledge of French is highly recommended.

FCH 450
FRENCH PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice.(Required of all majors). Cross-listed with FCH 350.

FCH 491
FRENCH FOR READING
Graduate
Intensive review of basics of French grammar, vocabulary and sentence structure, for reading knowledge of scholarly articles in French.

FCH 497
SPECIAL TOPICS IN FRENCH
Graduate
See schedule for current offerings.

FCH 498
STUDY ABROAD
Graduate
Variable credit. Permission required.
FIN 202
QUANTITATIVE REASONING
Undergraduate
This course is designed to provide the students with an overview of basic statistical tools of financial analysis. Is a course designed to familiarize the students with the design and application of spreadsheet models for the analysis of financial data and tests of hypotheses.
FIN 310 is a prerequisite for this class.

FIN 290
FINANCE FOR NON-BUSINESS MAJORS
Undergraduate
This course will provide to non-business majors a foundation in the concepts and basic tools used in finance and financial management of the business firm, including time value of money, risk and return, interest rates and how companies raise money and reward their investors. Students will be able to understand at a basic level the financial statements, ratios and performance measures and financial markets and institutions they are likely to encounter in a general business environment. Students will also learn how to analyze and make more effective the operations of the firm from a financial perspective.

FIN 310
INTRODUCTION TO FINANCE
Undergraduate
This course introduces students to the logic, principles, institutions, and terminology of finance. The goal of the course is to provide students with a basic understanding of the role of finance and its functions. It is designed to familiarize the students with tools necessary for making sound financial decisions, both at a personal level and at an enterprise level.
ACC 101, ACC 102, ECO 105, ECO 106 and (MAT 135, MAT 136 and MAT 137 or equivalents) are prerequisites for this class.

FIN 311
CORPORATE FINANCE
Undergraduate
The goal of the course is to provide students with the basic tools and theoretical background necessary to understand the corporate financial decision making process. Emphasis is on valuation principles with application to bonds, stocks, and capital budgeting as well as issues involving the capital structure, working capital, and dividend policy.
FIN 310 is a prerequisite for this class.

FIN 313
INVESTMENT BANKING
Undergraduate
This course is designed to provide students with a broad overview of investment banking, the structure of the industry, and analytical tools commonly used in the profession. Students who successfully complete the course will develop the skills necessary for an entry-level analyst position with an investment bank. Spreadsheet skills, valuation methods, company, deal and market analysis will be emphasized. The course will also foster the development of presentation and writing skills through group analysis and preparation of case studies.
FIN 310 is a prerequisite for this class.

FIN 320
MONEY AND BANKING
Undergraduate
Study of money and banking as a means to understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals.
FIN 310 is a prerequisite for this class.
FIN 323
COMMERCIAL BANKING
Undergraduate
The purpose of the course is to analyze the role of commercial banks in the financial system in order to understand the problems and issues confronting bankers now and in the future. The nature of the business of banking will be discussed with particular emphasis on bank mergers and acquisitions; competition from non-banking firms; understanding government policy and how that policy could influence the behavior of banks; measuring and evaluating bank performance; using asset and liability management techniques to gain a greater understanding of the risks that banks face and how they attempt to manage those risks.
FIN 320 is a prerequisite for this class.

FIN 330
INVESTMENTS: THEORY & PRACTICE
Undergraduate
Investment principles and problems. Development of the student's perception of risks and opportunities in investment instruments and markets; description of the markets and their operations; effects of current financial events upon the various markets.
FIN 202 and 320 are a prerequisite for this class.

FIN 333
FINANCIAL STATEMENTS ANALYSIS
Undergraduate
FIN 311 is a prerequisite for this class.

FIN 335
PORTFOLIO MANAGEMENT
Undergraduate
Theories and techniques to achieve superior selection and management of securities portfolios. Review and evaluation of significant literature. Problems of timing and strategies in response to changing economic and financial conditions.
FIN 330 is a prerequisite for this class.

FIN 340
INTERNATIONAL FINANCE
Undergraduate
The objectives of this course include: understanding the effect of political and economic factors on the financial decision-making of the firm, determining the major factors influencing currency value; analyzing and managing the spectrum of risks arising from a firm's international operations; and acquiring knowledge of the international financial system and the major players in that system.
FIN 320 is a prerequisite for this class.

FIN 350
REAL ESTATE ANALYSIS
Undergraduate
This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. The course incorporates demographic data for real estate market analysis and includes an exercise in land use planning. PREREQUISITE(S): Junior standing
FIN 360
IPOs & VENTURE CAPITAL
Undergraduate

IPOs and Venture Capital will explore equity financing alternatives for private companies, including their final funding step as a private company - their initial public offering or IPO, when they go public. Although the course has some quantitative elements, the focus will typically be on the analytics - on contract design, optimal regulation, balancing various risks and objectives, and structuring a deal to minimize conflicts of interest and optimize incentives. The main emphasis is on the U.S., but fund-raising methods and options in other countries also will be covered. This course should be useful for those interested in investment banking, venture capital, private equity, or securities law, or those that hope to have a start-up of their own someday.

FIN 310 is a prerequisite for this class.

FIN 362
RISK MANAGEMENT
Undergraduate

Theories and techniques of risk management that employ statistical techniques which enhance risk decision-making. This course develops a framework of analysis that can be applied by corporate or investment risk managers.

FIN 320 is a prerequisite for this class.

FIN 363
DERIVATIVES: PRICING & APPLICATIONS
Undergraduate

This is an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. The first part of the course is devoted to the two general classes of derivative pricing models: discrete time and continuous time, with each model's properties discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options and fixed income derivatives. The course concludes with a detailed examination of value at risk.

FIN 330 is a prerequisite for this class.

FIN 366
FINANCIAL MODELING
Undergraduate

This course will focus on the use of EXCEL in implementing financial theory to solve practical, real world problems in finance.

FIN 311 and FIN 330 are a prerequisite for this class.

FIN 380
CASES IN FINANCIAL DECISION MAKING
Undergraduate

This is the capstone course for students majoring in Finance. The course applies the case study methodology to hone the student's analytical skills with applied finance issues, as well as to further develop verbal and written communication skills, the ability to work effectively within teams, as well reasoned debate. This course will provide students the opportunity to apply and integrate the knowledge acquired in their previous finance courses.

FIN 311, FIN 330, FIN 363, and WRD 202 are a prerequisite for this class.

FIN 393
FINANCE INTERNSHIP
Undergraduate

An academically supervised working experience in a major financial institution. Registration in this program requires approval of the department internship director.

FIN 310 is a prerequisite for this class.
FIN 395
INVESTMENT SEMINAR
Undergraduate
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director. By application.

FIN 320 and FIN 330 are a prerequisite for this class.

FIN 396
HONORS SEMINAR
Undergraduate
This is a required course for all Honors Students in Finance. It is conducted on a year-long basis (Fall, Winter & Spring) for the benefit of the students in the program. Participants are required to attend all events sponsored by the class conductor. These include, but are not limited to, distinguished speakers series, networking luncheons, current topics forums, communications and protocol workshops, field trips and community service programs. All students are required to complete an empirical analysis paper, utilizing databases available to the department, as assigned by the seminar's conductor.

Status as an Honors Finance student is a prerequisite for this class.

FIN 398
SPECIAL TOPICS
Undergraduate
Content and format of this course are variable. An in-depth study of current issues in finance. Subject matter will be indicated in class schedule.

FIN 310 is a prerequisite for this class.

FIN 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in finance.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

FIN 501
ETHICS IN FINANCIAL MARKETS
Graduate
This seminar course will examine both ethical issues and conflicts of interest that face financial decision makers in today's business world. The class will feature case studies and guest speakers as the key teaching tools, supplemented by short lectures and student simulations/exercises. Each class period will be devoted to a different context in which to consider topical issues. We will look at and discuss ethical issues facing financial services companies, corporates (both public and private), as well as not for profits. We will examine these issues, where applicable and relevant, from multiple perspectives: Board of Directors, Executive Management, Shareholders, Regulators, Suppliers and Customers, Competitors, Employees and Communities. Some of the discussion will purposefully consider the additional realities of differing culture and values in the international context.

FIN 523 is a prerequisite for this class.

FIN 510
ADVANCED MONETARY THEORY AND POLICY
Graduate
This course is designed to provide the analytical tools for a critical examination of monetary and fiscal policies together with their impact on economic activity in general, and on the commercial banking system in particular. Problems involving interest rates, the value of money and qualitative portfolio changes are examined in detail in the light of current theoretical contributions.

FIN 555 is a prerequisite for this class.
FIN 512
COMMERCIAL BANKING
Graduate
The purpose of the course is to analyze the role of commercial banks in the financial system. The present structure of banking will be studied with particular emphasis on the relationship between commercial banking practices and economic stabilization goals. Issues in bank asset management, liability management and capital adequacy will be presented. Finally, new dimensions in banking will be considered.
FIN 555 and GSB 420 are prerequisites for this class.

FIN 513
MONEY AND CAPITAL MARKETS
Graduate
This course is designed to study money, capital markets, and banking as a means to understanding how financial markets determine interest rates and why different assets earn different rates of returns; the economic functions of financial services firms (especially commercial banks); the role commercial banks play in financial markets and how their operations affect the functioning of our economic system; the role of regulation of financial services firms (including thrifts and commercial banks in influencing their behavior; and the role and function of central banks in the economy and how central banks actions interact with asset markets to affects the macro economy.
FIN 555 and GSB 420 are prerequisites for this class.

FIN 523
INVESTMENT ANALYSIS
Graduate
This course provides an overview of the investment environment for the institutional money manager. The market mechanism, market equilibrium, the relationship between risk and return and the valuation of various investment instruments are investigated.
FIN 555 and GSB 420 are prerequisites for this class.

FIN 524
FINANCIAL STATEMENT ANALYSIS
Graduate
This course develops financial analysis skills from the view of an outsider using a corporations publicly available financial statements. Techniques such as commonsizing, ration analysis, decomposition and the use of a comprehensive DuPont Model are used as a basis to teach analytical thought processes necessary to make projections for a company based on its financial statements. The use of spreadsheets as an analytical tool will be strongly emphasized.
FIN 555 and GSB 420 are prerequisites for this class.

FIN 525
PORTFOLIO MANAGEMENT
Graduate
This course analyzes contemporary theories and techniques of security selection and management available to the institution portfolio manager. Significant literature which emphasizes the role of the modern portfolio manager in achieving diversification and client investment goals is reviewed and evaluated.
FIN 523 is a prerequisite for this class.

FIN 526
ADVANCED TOPICS IN INVESTMENTS
Graduate
This course is designated to provide students with knowledge of alternative investments such as real estate, venture capital and hedge funds. This knowledge will help prepare students to pass the alternative investments sections of the CFA examinations.
FIN 523 is a prerequisite for this class.
FIN 528
ALTERNATIVE INVESTMENTS
Graduate
Alternative investments are the fastest growing sector of the financial industry, and probably the least understood, including by many market professionals. Although the range of sophistication in people associated with alternative investments varies, it is more and more common to use them in investment strategies, either as direct investments, through funds of funds or structured products. The purpose of this course is to give students a good understanding and workable knowledge of the techniques that should be part of the toolkit of anyone investing in, analyzing and/or advising private and institutional clients on the inclusion of alternative investments in their portfolios. Because this course is geared for students wishing to pursue careers in Wealth Management or related fields, it will largely be taught from a practitioner's point of view. Throughout the course we will pay special attention to capital market trends as they relate to the various investment vehicles we discuss. We will also turn our attention to corporate governance issues as they pertain to alternative investment strategies.

FIN 523 is a prerequisite for this class.

FIN 530
REAL ESTATE INVESTMENT AND FINANCE
Graduate
Analysis of real estate investment opportunities and the characteristics that distinguish them from other assets. Emphasis is upon forecasting cash flows and estimating risk. Case analysis is an integral part of the course technique. PREREQUISITE(S): FIN 555

FIN 555 and GSB 420 are prerequisites for this class.

FIN 551
PROBLEMS IN CORPORATE FINANCIAL POLICY
Graduate
Theoretical and practical tools in financial decision-making are discussed using cases studies. Covers investment analysis as this relates to the risk and timing of cash flows, capital structure and dividend policy.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 553
ADVANCED CORPORATE FINANCE
Graduate
The analytical methods and quantitative decision models applicable to special areas of corporate finance are examined and studied in this course. These topic areas could include current asset management, convertible bonds, warrants, lease financing, mergers and consolidations or other current financial issues.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 555
FINANCIAL MANAGEMENT
Graduate
A study of the major decision areas faced by the corporate financial manager and their relationship to the goals of the firm's owners. Specific topics include capital budgeting, capital structure and the cost of capital, dividend policy, and current asset management.

ACC 500 and (ECO 555 or equivalents) and GSB 420 are a prerequisite for this class.

FIN 557
INTERNATIONAL FINANCE
Graduate
International Finance integrates the financial activities, institutions, and multinationals of the global finance arena. In addition to extending the tools of financial analysis to an international setting, the course studies the strategies available to a multinational because of operations in a multiple of countries. Topics include foreign currency and political risk, capital budgeting in a multinational setting, and cash flow management between countries.

FIN 555 and GSB 420 are prerequisites for this class.
FIN 558
MERGERS AND ACQUISITIONS
Graduate
This course focuses on the pragmatic issues and relevant research studies on mergers, acquisitions and corporate restructuring. The field of mergers and acquisitions continues to experience dramatic growth. Although many companies pursue and expansionary strategy that include mergers and acquisitions, many others rely on corporate restructuring to become more efficient, such as spin-offs, equity, carve-outs and divestitures. This course will also cover leverage buyouts, merger strategy, employee stock ownership plans, antitakeover measures and valuations of businesses, including the valuation of privately held firms.

FIN 555 and (FIN 551 or FIN 553) are a prerequisite for this class.

FIN 559
SUSTAINABLE VALUE CREATION
Graduate
This course is designed to introduce the concept of sustainability to the process of value creation. The role of financial management has traditionally been defined as one of value maximization. A complex set of questions arises, however, as to whether such maximization is to be undertaken 'unconstrained' and from the perspective of the shareholders alone. For example, should the interests of others, including those of the customers, employees, society at large, the government, the environment, be regarded as constraints to such an endeavor? Some of the recent contributions to the field suggest that most assumptions of the traditionalists (those arguing that the only purpose of the firm is to serve the shareholders and maximize their wealth) do not hold in 'the real world.' Therefore, they conclude that it is necessary that all relevant interests be recognized and taken into account. However, the unanswered question is: 'how does one do this'? This course is designed to pave the way toward the answers to this question. Our goal therefore, is to develop the theoretical relationship that exists between finance and sustainability, and to explore the practical issues associated with its implementation. In plain language, we will learn how to make a business case for making investments in sustainable and socially responsible projects. More ambitiously, our objective will be to develop a framework for the evaluation of all long-term benefits and costs associated with a project.

FIN 562
RISK MANAGEMENT
Graduate
This course is designed as an introduction to derivative instruments; their characteristics, their pricing, the market's infrastructure, trading mechanics, and applications. The course introduces the binomial pricing model, the Black & Scholes continuous time pricing model, the associated properties i.e. "the Greeks." and forward pricing. The course examines the characteristics and market infrastructure for each of the four derivative instruments: forward, futures, options, and swaps. Then trading strategies and hedging applications for each of these instruments are discussed. The course concludes with an introduction to Value at Risk.

FIN 555 and GSB 420 are prerequisites for this class.

FIN 564
RISK MANAGEMENT FOR INDIVIDUALS, FAMILIES AND ENTITIES
Graduate
This course develops an analytical framework that employs the tools and techniques for managing risks that affect total wealth throughout the lifetime of an investor or throughout an extended period defined by a family's or entity's objectives. The course starts with insurance markets and insurance products. After the discussion on insurance as a risk management tool, the discussion shifts to topics in financial risk management, including risk tolerance and asset allocation in a mean-variance framework. The remainder of the course adopts an integrative framework for managing other risk factors? such as those generated by uncertain earnings, mortality and longevity - that are not present in an institutional investment setting and discusses the role of financial risk management and insurance products for hedging those risk factors. At the level of the individual, the course views total wealth as a combination of financial assets and human capital and develops portfolio allocations and strategies for risk management accordingly. For families and entities, the focus is on asset-liability management as a tool for portfolio allocation and risk management.

FIN 528 is a prerequisite for this class.

FIN 570
WEALTH MANAGEMENT BOOT CAMP
Graduate
This zero credit course is designed to familiarize the student with the depth and breadth of topics covered throughout the curriculum. The overriding theme of this boot camp is two-fold: (1) to install and emphasize the importance of ethical conduct in a field best characterized by the element of trust. Entering students will receive a preview of the standards of practice and the importance of ethical conduct to their long-term success. (2) to provide the students a means of an in-depth evaluation of his/her decision to pursue the degree. The student will be provided the opportunity to evaluate suitability of the field and the degree for his/her future career goals. The course will be delivered over a Friday-Saturday period (9:00A.M. - 5:00P.M.) immediately prior to the start of the Fall and Spring quarters. It will be taught by the team of academic and industry directors of the program. Where appropriate, industry guest speakers will also be utilized.
FIN 571
FINANCING NEW VENTURES (CROSS-LISTED WITH MGT 571)
Graduate
This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firm undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student. Cross-listed with MGT 571.

FIN 572
FINANCIAL PLANNING, CAPSTONE I
Graduate
This course serves as a capstone course for the multifaceted task of providing wealth management services to high net worth families. Wealth management encompasses assessing the changing financial needs of a family over time, providing financial services to help them achieve their goals, assisting in the implementation of the plans, the monitoring of the changing environment and family circumstances, and the periodic review of the financial plan. The course will review the general principles of financial planning, address the need for wealth management services, the objectives of the planning process and the analysis of personal financial statements. In addition, the marketing of wealth management services will be woven into the course, since knowledge of the subject matter is most valuable when it can be applied to actual families. Development of a strategy, utilizing the tools and techniques for managing risk, requires the use of many different components, which must be considered on a consolidated basis. The basic components can be broken down into:1. General Principles of Financial Planning2. Insurance Planning and Risk Management3. Employee Benefits Planning4. Investment Planning5. Income Tax Planning6. Retirement Planning7. Estate Planning The course will emphasize the ethical and legal issues involved in maintaining and growing a wealth management services business. The course will be focused on a case study, in which financial plans, marketing plans, and revisions to those plans will be developed based on the changing needs of the family. Both written and oral presentations will be required. Can only be taken during the last quarter of study.

FIN 573
FINANCIAL PLANNING, CAPSTONE II
Graduate
This course serves as a capstone course for the multifaceted task of providing wealth management services to high net worth families. Wealth management encompasses assessing the changing financial needs of a family over time, providing financial services to help them achieve their goals, assisting in the implementation of the plans, the monitoring of the changing environment and family circumstances, and the periodic review of the financial plan. The course will review the general principles of financial planning, address the need for wealth management services, the objectives of the planning process and the analysis of personal financial statements. In addition, the marketing of wealth management services will be woven into the course, since knowledge of the subject matter is most valuable when it can be applied to actual families. Development of a strategy, utilizing the tools and techniques for managing risk, requires the use of many different components, which must be considered on a consolidated basis. The basic components can be broken down into:1. General Principles of Financial Planning2. Insurance Planning and Risk Management3. Employee Benefits Planning4. Investment Planning5. Income Tax Planning6. Retirement Planning7. Estate Planning The course will emphasize the ethical and legal issues involved in maintaining and growing a wealth management services business. The course will be focused on a case study, in which financial plans, marketing plans, and revisions to those plans will be developed based on the changing needs of the family. Both written and oral presentations will be required. Can only be taken during the last quarter of study.

FIN 581
THE PSYCHOLOGY OF FINANCIAL DECISION MAKING
Graduate
This course reviews current behavioral research on intuitive judgment, belief formation, risk attitudes, and emotion. The findings help to explain financial decisions made by individual investors, households and money managers. This course is a prerequisite for FIN 582 and FIN 583. It is especially useful for students who plan a career as financial advisors.

FIN 582
THE PSYCHOLOGY OF FINANCIAL MARKETS
Graduate
This course studies the behavior of world equity markets from a psychological perspective. Topics include equity portfolio management, investor sentiment, value and growth investing, market under- and overreaction to news and the quality of analysts' earnings forecasts and stock recommendations. Selected aspects of bond, derivative, and currency markets are also discussed.

FIN 555 is a prerequisite for this class.
FIN 583
BEHAVIORAL ASPECTS OF CORPORATE FINANCE
Graduate
This course asks how psychological, sociological and organizational forces shape the strategic investment, restructuring, and financing decisions made by top managers in corporations. Topics include capital budgeting, earnings management, investor relations, executive compensation and the role of corporate boards.

FIN 555 is a prerequisite for this class

FIN 595
INVESTMENT SEMINAR
Graduate
Construction and management of an actual portfolio fund in a nine month seminar setting. Registration requires approval of the seminar director based on applications due in the Spring quarter.

FIN 617
QUANTITATIVE METHODS
Graduate
A survey of mathematical and statistical techniques used in finance and representative applications.

ACC 500 and (ECO 555 or equivalents) and GSB 420 are a prerequisite for this class.

FIN 662
DERIVATIVES VALUATION
Graduate
This course is designed to be an advanced course that focuses on the pricing models for the four derivative instruments: forwards, futures, options and swaps. Fixed income modeling as it is related to swaps and caps also will be considered. The first part of the course is devoted to an in depth examination of the various pricing models: discrete, continuous time, as well as Monte Carlo simulation. Each model's properties are derived and discussed in detail. These models are then applied to a range of realistic pricing situations which include swaps, exotic options, credit derivatives and complex Value at Risk problems.

FIN 523 and FIN 555 are prerequisites for this class.

FIN 675
CASES IN INVESTMENTS AND FINANCIAL ENGINEERING
Graduate
This course primarily uses case studies to illustrate the application of concepts learned in Fin 523 (Investments Analysis) and in Fin 662 (Derivatives Valuation). The topics covered in the course include- the term structure of interest rates- portfolio management, asset pricing, and market efficiency- portfolio performance evaluation- option pricing-management of interest-rate risk, credit risk, foreign-exchange risk, and liquidity & basis risk with options, forwards, futures, and swaps- enterprise risk management The course will hone the student's analytical and writing skills through group analyses of case studies and preparation of (case) write-ups.

GSB 420, FIN 555, FIN 523, FIN 617 and FIN 662 are a prerequisite for this class.

FIN 793
INTERNSHIP
Graduate
Knowledge acquired in the classroom is applied in an actual business environment through varied theoretical and basic assignments under supervision in industry, government or public finance.

FIN 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. In-depth study of current issues in finance. Subject matter will be indicated in class schedule. Offered variably.
FIN 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in finance.

FIPL 100
Foundations of Financial Planning
Continuing Education
FIPL 101
Fundamentals of Financial Planning and Insurance Planning
Continuing Education
FIPL 102
Investment Planning
Continuing Education
FIPL 105
Estate Planning
Continuing Education
FIPL 106
Case Study Review
Continuing Education

FRM 101
Fundraising: Principles, Concepts and Core Values
Continuing Education
FRM 103
Best Practices for Fundraising
Continuing Education
FRM 104
Major Gifts/Planned Giving
Continuing Education
FRM 105
Corp and Foundation Relations
Continuing Education
FRM 106
Board Development and Volunteer Management
Continuing Education
FRM 107
Strategic Planning and Mrkt
Continuing Education
FRM 108
Benchmarking & Measuring Outcomes for Fundraising Performance
Continuing Education
FRM 109
Introduction to Successful Fundraising
Continuing Education

GAM 201
HISTORY OF VIDEOGAMES
Undergraduate
This course provides an overview of the history of modern interactive entertainment starting with the early developments of the late 1940s up until the present day. The course covers five longitudinal perspectives, or themes. For each theme students will become familiar with notable game titles, events, people, technologies, game mechanics and genres. PREREQUISITE(S): None

GAM 205
EVOLUTION OF GAMES
Undergraduate
This lecture course introduces students to the evolving forms, uses, and design of games. Topics covered include the relationship between game design and play, the role of games in fueling the technological imagination, the changing contexts in which game are designed and played (art, social impact, health, education), and the rise of the independent games sector. Students will produce weekly written responses to course material, lead a seminar discussion in small teams, and produce a final written or multimedia paper. PREREQUISITE(S): None
From "The Royal Game of Ur" (2500+ BCE) to "World of Warcraft" (2004), games have been a constant in human history. The forms of games, their experiential qualities, and their cultural significance have varied enormously from era to era and place to place. This class will examine particular games and game genres in their historical context using a case study format. We will focus on "indoor" games, those of chance and skill, as opposed to physical games and sports. The examples will be chosen (i) to have global scope and historic diversity, (ii) to relate to games that students will find familiar, and (iii) to raise particular issues in historical interpretation, the use of primary sources and changing concepts of leisure activity. PREQUISITE(S): NONE.

Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

This course approaches the study of computer games from three directions angles: first, as examples of media that can be analyzed and critiqued for their thematic elements, formal structure, plot and interactive appreciation; second, as complex software artifacts subject to technological constraints and the product of a labor-intensive design and implementation process; and three as a cultural artifact with behaviors and associations comparable in import to other popular art forms. Student will study the principles of game design and use them both to analyze existing games and to develop their own original game ideas. Students will also learn about the process of game development, starting from the game's narrative concept and moving to consideration of a game's components: the representation of the player, of artifacts, the virtual world that contains them and the interaction between them and the player. PREREQUISITE(S): NONE.

This course provides students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents. Students will analyze and recognize play that exists in important games, stories, and other media.

Societies function based on normative ethics utilizing commons sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

This lecture course focuses on effective communication throughout the development process from writing game design documents to playtesting reports and postmortems. Special attention will be paid to the critical and analytical components of design writing and the clarity of articulation. A further emphasis is put on the preparation and delivery of engaging presentations, particularly game pitches. PREREQUISITE(S): GAM 226 and WRD 104
GAM 230
INTRO TO GAME PRODUCTION
Undergraduate
Game development is a big business, and production teams can now exceed one hundred people. This course is an introduction to the production methods used in the game industry, and to the demanding role of the Producer on the game development team. Students will work to develop skills in team building, project presentation, organization, and dealing with people. Subjects covered include scheduling tools, collaborative software, project management, vendor relations, inter-departmental relations, and quality assurance. PREREQUISITE(S): none

GAM 240
PLAYGRAMMING
Undergraduate
This workshop introduces computer programming to artists and game designers. Programming is an art, but before students can create masterpieces they first need to explore, play, and sketch with code. Students learn basic concepts and techniques of computation and apply these to craft gameplay experiences, improvisational experiments, and software toys. Students will author code from scratch and remix code to complete their weekly projects. No prior programming experience or knowledge is required. PREREQUISITE(S): None

GAM 244
GAME DEVELOPMENT I
Undergraduate
This course provides students additional theory and practice with an emphasis on game design and storytelling for games. Students continue learning about game development processes and techniques and how to apply advanced game design principles to create components of a 2D game.

GAM 245
GAME DEVELOPMENT II
Undergraduate
This course emphasizes 3D game production. Students apply advanced 3D game design development principles to create deliverables for 3D games. Students will work with an existing game engine and content pipeline. The focus of the class will be on the creation and use of different types of content, key development issues, process management, and professional practices. PREREQUISITE(S): GAM 244

GAM 250
DIGITAL SOUND FOR COMPUTER GAMES
Undergraduate
Acquisition and computer representation of sound. Sound standards, lossy and lossless compression. Synthesis and processing of acoustic signals. Acquisitions of physical acoustic signals. Microphone geometries. Introduction to Foley editing. Game specific topics include: game audio design patterns, interactive processing pipeline for digital audio, music sequencers for games, sound APIs.

GAM 312
GAME UsABILITY AND PLAYTESTING
Undergraduate
The goal of game user research (GUR), which includes game usability and playtesting, is to collect unbiased game play data that will help design-development teams make better games. There are multiple GUR methods that work best at different points in the development cycle and it is the game user researcher's job to understand how and when to effectively use them. In this course students will learn a variety of methods for evaluating games, where in the development cycle they are applied, and perform common GUR evaluations including competitive reviews, heuristic evaluations, usability tests and playtesting. PREREQUISITE(S): GAM 244

GAM 329
PHYSICAL PROTOTYPING FOR GAMES
Undergraduate
This course will approach the study of Game Design with a focus on breaking designs into manageable elements and prototyping those elements in order to refine play. Students will learn how to develop game ideas and game systems with a focus on play procedures, rules, and designing for various types of possible players. Prototyping will involve various real world media in addition to paper write-ups and layouts. Students will engage in brainstorming exercises, develop game ideas and systems, and review and repurpose existing game mechanics. This course will help students find the balance between hard (planned logical) design and soft (more organic/emergent) design in order to develop compelling gameplay. PREREQUISITE(S): GAM 224
GAM 330
ADVANCED GAME PRODUCTION
Undergraduate
This course builds on the fundamentals covered in earlier courses (GAM230 or IS372/ECT372) by providing a practical, hands-on context in which students can learn the tools and techniques game producers use to manage and organize assets, workflows, tasks, bugs, resources, and personnel. In this course, students combine classroom lectures and lab time to learn production theory, tools, and techniques fundamental to successful game development. Through this experience, students learn the skills and knowledge needed to have an immediate, positive impact on game development. Topics include: the process to refine ideas for game concepts, gameplay, and narrative; quality assurance of subjective elements including gameplay and art; design and art outsourcing pipelines; and feedback strategies and community management. PREREQUISITE(S): GAM 230, IS 372 or ECT 372

GAM 333
THE BUSINESS OF GAMES
Undergraduate
This course gives an introduction to the business aspects of the game development industry, including development, publishing, distribution and marketing. Subjects covered include game development contracts, milestone-based development, management techniques, marketing, customer and community support, personnel, budgeting, outsourcing, pipelines, and external partnerships. PREREQUISITE(S): GAM 224 or GAM 226

GAM 340
PRACTICAL SCRIPTING FOR GAMES
Undergraduate
This workshop introduces game scripting to artists and game designers. A game script is a short list of commands that control something in a game, such as how a character moves, or an enemy's behavior. Students will learn to read, modify, and author scripts that generate and affect a variety of game elements over the course of weekly projects. PREREQUISITE(S): GAM 240 or CSC 241

GAM 341
INTRODUCTION TO LEVEL DESIGN
Undergraduate
Level design is the art of creating believable environments, stages and missions for video games. This course explores topics including architecture, flow, pacing and puzzles. Using a 3D level editor, students will investigate technical design issues including the construction, texturing, lighting and scripting of modern game levels. The roles, duties and challenges of the level designer will also be discussed. PREREQUISITE(S): (GAM 224 or GAM 226) and GAM 245

GAM 342
ADVANCED LEVEL DESIGN
Undergraduate
This class builds on topics covered in earlier courses, with a focus on creating believable worlds for videogames. This course emphasizes designing large exterior environments, advanced mission scripting, and integrated storytelling. Using a 3D level editor and formal level design process, students create fun, polished, memorable virtual worlds. PREREQUISITE(S): GAM 341 or GAM 392

GAM 350
PHYSICS FOR GAME DEVELOPERS
Undergraduate
The course concentrates on Newton's Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and MAT 150

GAM 353
TOOL PROGRAMMING FOR GAME DEVELOPMENT
Undergraduate
Today's games are built with large amounts of data. The stability, usability, efficiency, and flexibility of the tools that process game data plays an enabling and critical role in game development. Topics include the content pipeline, processing or standard file formats, integration of external tools, file format design, command line and graphical user interfaces, and procedural content generation. PREREQUISITE(S): CSC 373
GAM 362
MAKING DEEP GAMES
Undergraduate
This workshop investigates the process of designing games about the human condition. It specifically focuses on the potential of game to tackle profound and abstract ideas (e.g. loyalty, dignity, courage and trust) by ways of metaphor and analogy. Assignments will explore metaphorical games, games for persuasion and games for self-expression. Special emphasis is placed on the analysis of personal experiences and how they can be translated systematically into game designs that generate non-typical gameplay content. PREREQUISITE(S): GAM 226 or GAM 224

GAM 365
ADVANCED GAME DESIGN
Undergraduate
This is a studio course in which students work in teams to design and develop slices of polished small-scale gameplay experiences. The focus is on developing team-based creative and technical processes to produce innovative, engaging, and playable games. Teams will iteratively design and develop two distinct gameplay experiences or “vertical slices.” Each slice will demonstrate an understanding of the role of game mechanics, game art, audio, and technology platform in creating a cohesive and compelling gameplay. PREREQUISITE(S): GAM 341

GAM 372
OBJECT-ORIENTED GAME DEVELOPMENT
Undergraduate
Students will learn principles and techniques needed to build robust and efficient large scale game software systems. Principles of object-oriented modeling, design, implementation, and testing of large-scale game systems will be emphasized. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 393

GAM 374
FUNDAMENTALS OF GAME PROGRAMMING I
Undergraduate
Many computer games are based on physical interactions between game objects e.g. collisions, evasions, pursuit, etc. Design and implementation of these actions is not an easy problem. Concept and character development, storyboarding, prototyping, testing and implementation will be discussed. Students will gain hands on experience in game programming using a low level graphical library. PREREQUISITE(S): CSC 262 or CSC 309

GAM 376
ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
Undergraduate
Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, script-driven game object behaviors. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

GAM 377
FUNDAMENTALS OF GAME PROGRAMMING II
Undergraduate
The class moves beyond the basics of game programming and into advanced programming, architecture, and integration techniques. Topics include working with a production-quality content pipeline, integration of external digital content creation tools, scalability, complex animations, shaders, environment construction, gameplay techniques, controllers, camera theory, and collisions. PREREQUISITE(S): GAM 374

GAM 378
STRATEGY GAMES PROGRAMMING
Undergraduate
Turn-based and real-time strategy games. Abstract strategy games such as chess, backgammon, and bridge. Game themes and presentation of fantasy, historical and futuristic gaming scenarios. Ethically responsible content and social impact of different cultures, ethnicities, genders on the game play and game audience will be addressed. Game-player resource management. Implementation of strategy engines, 2D presentation and isometric projection. PREREQUISITE(S): GAM 376
GAM 380
CONSOLE GAME DEVELOPMENT ENVIRONMENTS
Undergraduate
Specialized computers for games with high-end graphics and sound capabilities and other specialized input output devices form one of the largest game markets. In this advanced programming course students will gain hands-on experience writing and porting code for game consoles. PREREQUISITE(S): CSC 393 and CSC 374.

GAM 382
SERIOUS GAMES
Undergraduate
Explores the role of computer games and simulations for education and training. Topics include: overview of the science of learning, analysis of games for different purposes and types of content, assessment of learning, and learning through game creation. Students will design, implement, and evaluate a serious game. Development of socially responsible and ethical behaviors will be a primary objective. PREREQUISITES(S): GAM 245

GAM 385
INTRODUCTION TO GAME PROGRAMMING IN JAVA
Undergraduate
Java as a programming language is an important alternative to C++. Especially, games for wireless mobile devices are increasingly written in Java. This course discusses Java2 API and graphics development with Java 2D and 3D. Such topics like animation techniques and scene management, creating client server architectures will be implemented in the context of game programming. PREREQUISITE(S): GAM 374

GAM 386
GAME DEVELOPMENT FOR MOBILE DEVICES
Undergraduate
Mobile devices are becoming once of the most important hardware for game players. In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

GAM 390
MULTIPLAYER GAME DEVELOPMENT
Undergraduate
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, databases. PREREQUISITE(S): GAM 374

GAM 391
GAME PERFORMANCE OPTIMIZATION
Undergraduate
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

GAM 392
GAME MODIFICATION WORKSHOP
Undergraduate
In this course, students will develop skills in game design and development through the construction of a "mod" of an existing game. Emphasis will be placed on the game development life cycle from concept through release, on productivity in a team environment, and on effective project management practices. Prerequisite: GAM 245
GAM 394
GAME DEVELOPMENT PROJECT I
Undergraduate
Students work in teams to design and develop a videogame that demonstrates their mastery of game design and development. Additionally, students will reflect on ethical decision making and professional ethics in the game industry. This course and its continuation, GAM 395, must be taken consecutively. PREREQUISITE(S): GAM 374 (Senior standing)

GAM 395
GAME DEVELOPMENT PROJECT II
Undergraduate
Continuation of GAM 394. PREREQUISITE(S): GAM 394

GAM 398
TOPICS IN GAME PROGRAMMING
Undergraduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

GAM 399
INDEPENDENT STUDY
Undergraduate
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None

GAM 424
GAME DESIGN WORKSHOP
Graduate
This course is an introduction to both the theory and practice of game design. Students will explore fundamental elements of game design and put these concepts to work in designing, prototyping, playtesting, and developing both physical and computer games. The course will cover formal elements of games, game dynamics, game narratives, and the dramatic components of games. Students will study the game design process including brainstorming, conceptualization, creation of design documentation, and play-testing. PREREQUISITE(S): none

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

GAM 450
PHYSICS FOR GAME DEVELOPERS
Graduate
The course concentrates on Newton’s Laws of Motion, kinematics and kinetics. This theory will be applied to problems that a game programmer must understand e.g. collisions between objects, projectiles and their trajectories, real-time simulation of motion. Special objects such as cars, aircraft and ships will be discussed. Students will apply and implement laws of physics. PREREQUISITE(S): CSC 262 and MAT 150

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

GAM 453
TOOL PROGRAMMING FOR GAME DEVELOPMENT
Graduate
Today’s games are built with large amounts of data. The stability, usability, efficiency, and flexibility of the tools that process game data plays an enabling and critical role in game development. Topics include the content pipeline, processing or standard file formats, integration of external tools, file format design, command line and graphical user interfaces, and procedural content generation. PREREQUISITE(S): CSC 373

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
GAM 474
FUNDAMENTALS OF GAME PROGRAMMING I
Graduate
Many computer games are based on physical interactions between game objects e.g. collisions, evasions, pursuit, etc. Design and implementation of these actions is not an easy problem. Concept and character development, storyboarding, prototyping, testing and implementation will be discussed. Students will gain hands on experience in game programming using a low level graphical library. PREREQUISITE(S): CSC 262 or CSC 309

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

GAM 475
GAME ENGINE PROGRAMMING I
Graduate
Game engines provide an integrated programming platform for today's high performance games. This class explores C/C++ game engine programming, data structures, and practices. Topics include memory management, input devices, video rendering, file access, debugging, and application interface development. Prerequisite(s): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

GAM 476
ARTIFICIAL INTELLIGENCE FOR COMPUTER GAMES
Graduate
Artificial Intelligence (AI) is one of the essential components of a computer game. The course introduces basic concepts of AI. Emphasis will be placed on applications of AI in various genres of computer games. In the implementation component of this course students will be exposed to the existing AI game engines (middleware), which contain implemented AI algorithms that are ready to be applied into game code. These algorithms include: decision trees, pathfinding, neural networks, script-driven game object behaviors. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

GAM 477
FUNDAMENTALS OF GAME PROGRAMMING II
Graduate
The class moves beyond the basics of game programming and into advanced programming, architecture, and integration techniques. Topics include working with a production-quality content pipeline, integration of external digital content creation tools, scalability, complex animations, shaders, environment construction, gameplay techniques, controllers, camera theory, and collisions. PREREQUISITE(S): GAM 474

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

GAM 486
GAME DEVELOPMENT FOR MOBILE DEVICES
Graduate
Mobile devices are becoming one of the most important hardware for game players. In this course we introduce major mobile hardware platforms and their operating systems. Issues related to game design for handheld devices will be presented. The strong technical component of this course includes game programming for a handheld device with a wireless internet connection enabling multiplayer game architecture. Such concepts as: building a custom game library, multiplayer game programming, infrared, wireless and socket communication between devices will be discussed. PREREQUISITE(S): CSC 301 or CSC 383 or CSC 393

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

GAM 490
MULTIPLAYER GAME DEVELOPMENT
Graduate
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, databases. PREREQUISITE(S): GAM 474

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
**GAM 491**
**GAME PERFORMANCE OPTIMIZATION**
**Graduate**
This game programming class will focus on developing software to efficiently use the fixed CPU power and resources that are found in today's console and mobile devices. This course will use real-world game examples that demonstrate performance and optimization issues that software architects face in game development. These problems include: performance enhancements through extended matrix instruction set, dynamic memory usages, performance related to increasing run-time systems to very large scale, C++ language enhancements and extensions, algorithms, streaming and profiling. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 499**
**TOPICS IN COMPUTER GAME DESIGN AND DEVELOPMENT**
**Graduate**
Variable topics course in computer game design and development. May be repeated for credit. PREREQUISITE(S): Permission of instructor

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 575**
**GAME ENGINE PROGRAMMING II**
**Graduate**
This class continues to explore C/C++ game engine programming, data structures, and practices. Topics include audio, network access, threads and multi-processor systems, profiling, scripting, content libraries, animation, and a survey of gam engines. Prerequisite(s): GAM 475

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 594**
**GAMING AND ENTERTAINMENT TECHNOLOGY CAPSTONE**
**Graduate**
This course gives students an opportunity to utilize knowledge obtained in this degree program in developing a computer game, from conceptualization, design, to implementation. Issues in project management and configuration management will also be addressed. This work will constitute a major part of the project portfolio that students have developed during their study. PREREQUISITE(S): Completion Of Foundation Courses.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 597**
**TOPICS IN GAME DESIGN**
**Graduate**
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 598**
**TOPICS IN GAME PROGRAMMING**
**Graduate**
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

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**GAM 599**
**INDEPENDENT STUDY**
**Graduate**
Independent study supervised by an instructor. Independent study form required. Can be repeated for credit. Variable credit. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
GAM 690
GAME DEVELOPMENT STUDIO I
Graduate
In this course and its continuation GAM 691, students will work in small teams to design and implement a computer game. The courses must be taken consecutively. PREREQUISITE: GAM 475 or SE 456

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GAM 691
GAME DEVELOPMENT STUDIO II
Graduate
Continuation of GAM 690. PREREQUISITE: GAM 690

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GAM 397
TOPICS IN GAME DESIGN
Undergraduate
Specific topics will be selected by the instructor and will vary with each quarter. PREREQUISITE(S): See syllabus

GD 105
INTRO TO VISUAL DESIGN
Undergraduate
This course introduces the basic concepts of design for time-based digital media. Students study the principles of composition and color theory, and how these are affected by movement, duration and display. Vector and bitmap manipulation tools are explored in relation to game design, video and Internet production. PREREQUISITE(S): None

GD 110
WEB DESIGN
Undergraduate
Students will use current industry standard design applications such as Photoshop and Illustrator, and beginning hand-coding in HTML, CSS for introductory web design. An introduction to visual design fundamentals will include composition, typography, web color, and digital imaging. Informational navigation, structure, front-end design, and implementation will be studied. PREREQUISITE(S): None

GD 150
ILLUSTRATOR WORKSHOP
Undergraduate
This class will introduce students to the syntax, tools and methods of vector-based drawing using Adobe Illustrator. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None

GD 151
PHOTOSHOP WORKSHOP
Undergraduate
This class will introduce students to the syntax, tools and methods of raster based graphics and image editing/manipulation by using Adobe Photoshop. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None

GD 152
INDESIGN WORKSHOP
Undergraduate
This class will cover fundamental typographic design and layout skills by using page layout software Adobe InDesign. Topics and techniques covered during lectures will be reinforced through in-class exercises and projects. PREREQUISITE(S): None
GD 153
TYPEFACE DESIGN WORKSHOP
Undergraduate
This is an introductory course covering principles of digital typeface design. Students will render a typeface design over the course of the class using an industry standard computer application such as Fontographer.

GD 200
GRAPHIC DESIGN I
Undergraduate
This course introduces the world of graphic design in a social and historical context. The goals are to explore formal structures and research methods with emphasis on the role of analysis and conceptual thinking as the first tasks of the print and multi-media designer. The course includes basic instruction in typography, color, problem-solving in print and on screen. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211.

GD 210
DIGITAL ILLUSTRATION I
Undergraduate
Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

GD 211
INTERMEDIATE DIGITAL ILLUSTRATION
Undergraduate
Intermediate practice for illustration development in image, line and photography, combining computer applications and hand-rendered approaches, will be studied. PREREQUISITE(S): GD 105 or ANI 105 or ART 106

GD 215
WEB DESIGN FOR COMMERCIAL PROJECTS
Undergraduate
This is a design-focused web class on intermediate concepts and techniques in the visual design, development and implementation of websites for commercial purposes. Students will use industry standard web design applications and some hand coding in HTML and CSS. PREREQUISITE(S): GD 110 or IT 130 or HCI 201 or AMD 385

GD 216
WEB DESIGN FOR ARTISTS
Undergraduate
A design-focused web class that focuses on intermediate concepts and techniques in the visual design, development and implementation of websites for personal expression and artistic experimentation. Students will use industry standard design applications and some hand coding in HTML and CSS. PREREQUISITE(S): GD 110 or IT 130 or HCI 201 or AMD 385

GD 220
HISTORY OF DESIGN I
Undergraduate
The history of graphic design is an evolution in aesthetics, technology, style and visual communication. The class will encompass a survey of the major movements in the field of print design, notable designers and design materials. The nature of changing methods, materials, technologies and values are examined in the context of the social and political realities that shape communication. The course will include the historical shift from print to multimedia design methodologies. PREREQUISITE(S): None

GD 221
HISTORY OF DESIGN II
Undergraduate
World movements in design and contemporary practice in print, web and experiential design. PREREQUISITE(S): None but GD 220 recommended
GD 230
TYPOGRAPHY
Undergraduate
Study of the formal structures of letterforms and text. Exploration of typography to create and extend meaning, emphasizing the relationship between form and content. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

GD 260
MOTION GRAPHICS
Undergraduate
This course will introduce the student to effective communication using motion graphics, including its application in the areas of film titles, broadcast and commercial design, interactive media, and gaming. The combination of music, visuals and typography will be explored following the basic theories of kinetic composition and aesthetics. Students will study the history of the field, including the work of pioneers such as Norman McLaren, Saul Bass and Len Lye. PREREQUISITE(S): Sophomore Standing and one of the following: ANI 105, ANI 101, GD 105, ART 105, GPH 211, DC 205

GD 270
SEMIOTICS AND VISUAL DESIGN
Undergraduate
Design and designed products can be interpreted as signs that are the result of human needs and desires. This course examines theoretical issues in how design of a message or product influences the user's decision to read it, use it or buy it. Semiotics theory examines these concepts as well as design value and criteria for evaluation in contemporary culture. PREREQUISITE(S): None

GD 300
GRAPHIC DESIGN II
Undergraduate
This course explores design problems in visual communication through word (text) and image (digital, photographic, collage, video) primarily based on the student's own research and writing. Historical word/image art models including dada, surrealism, futurism and contemporary communication and design art are studied as models for the generation of projects. This intermediate level course requires previous mastery of basic design concepts and typography as well as both hands-on and basic computer design skills. PREREQUISITE(S): GD 200 and GD 230

GD 310
WEB DESIGN: ADVANCED PROJECTS
Undergraduate
This course will emphasize interactivity and professional presentation for advanced multimedia web sites for artistic and commercial projects. Advanced concepts and techniques in the visual design and implementation of web pages. Students will use industry standard web design applications and some hand coding in HTML and CSS. PREREQUISITE(S): GD 215 or GD 216

GD 330
ADVANCED TYPOGRAPHY
Undergraduate
Advanced investigation into typography and text for verbal and visual expression for both print and multimedia. PREREQUISITE(S): GD 230

GD 340
PUBLICATION DESIGN
Undergraduate
Design of multiple page documents: magazines, catalogs, and annual reports. Emphasis placed on research methodology, conceptual approach and audience. Knowledge of computer applications and typography are assumed. PREREQUISITE(S): GD 200 and GD 230

GD 341
BOOK MAKING AND BINDING WORKSHOP
Undergraduate
This is an introductory course covering the basic principles of hand bookbinding including theories of book structure, review of paper information and bookbinding materials. The class will be a mixture of demonstrations and practical exercises, and each student will produce a variety of books and structures. PREREQUISITE(S): GD 105
GD 350
PORTFOLIO WORKSHOP
Undergraduate
Students review previous course projects and prepare a final portfolio as well as their own design identity and a resume in preparation for job interviews and/or graduate school. Visiting design professionals will present their work to the class and share their experiences in the field. Students will also learn presentational techniques and methods for career development. PREREQUISITE(S): GD 200, GD 210 and GD 230

GD 360
ADVERTISING DESIGN
Undergraduate
Explores the function and practice of design in advertising in both social and art historical contexts. This course engages practical real life projects as well as projects that explore cultural and artistic practices. PREREQUISITE(S): GD 200 and GD 230

GD 365
ADVANCED MOTION GRAPHICS
Undergraduate
This course builds on motion graphics fundamentals covered in ANI260 Motion Graphics. In Advanced Motion Graphics, students will work to develop a better understanding of how to develop a distinct visual style in both personal work and in work for clients. The course also focuses on gaining familiarity with contemporary styles and trends in professional motion graphics, and an awareness of Chicago-based motion graphics production. PREREQUISITE(S): ANI260

GD 380
DESIGN FOR CLIENT AND COMMUNITY
Undergraduate
This course enables students to work from start to finish on client-based graphic design and projects. Students establish working relationships as individuals and in teams that utilize their skills to effectively evaluate the communication needs of an organization or business, develop design solutions that fulfill those needs, and negotiate the process between designers and clients. Objectives of the course include: improving student's developing design skills to an advanced level, creating awareness of current design trends, supporting student's development of independent working habits, utilizing integration of both hand-skills and the computer as design tools, and completing professional projects after staged client feedback and revisions. PREREQUISITE(S): GD 200 and GD 230

GD 394
CAPSTONE PROJECT I
Undergraduate
This two course sequence provide a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230

GD 395
CAPSTONE PROJECT II
Undergraduate
This two course sequence provide a Graphic Design-specific capstone experience for the student. The capstone course will connect the students' Graphic Design course work with the University courses s/he has taken through three components: student-generated design proposals, class/instructor discussions, and the actual creation/production of the student's proposal. The production piece is the primary focus of this course that takes place over two quarters. PREREQUISITE(S): GD 200 and GD 230

GD 399
INDEPENDENT STUDY
Undergraduate
Independent course of study supervised by an instructor based on an agreed upon proposal. Study form and consent of instructor required. Prerequisite: Consent of dean.
GEO 101
EARTH’S PHYSICAL LANDSCAPE: LITHOSPHERE, HYDROSPHERE, BIOSPHERE
Undergraduate
An introduction to the spatial aspects of the three related systems of the Lithosphere (solid earth), Hydrosphere (water), and Biosphere (living organisms).

GEO 103
URBANIZATION
Undergraduate
The course explores the evolution of urban forms and structures in the United States from the perspective of geography. In addition to studying the historic emergence of the American urban system, the course covers processes and phenomena associated with the spatial organization of housing, transportation, commercial and industrial land-use planning, as well as urban poverty, local governance, and interactions at the urban-rural fringe.

GEO 124
NORTH AMERICA
Undergraduate
The United States, Mexico, and Canada serve as the focus of this survey course. Special topics include pre-European North America, European ideology in the new world, "manifest destiny" and U.S. hegemony in the 20th century, and NAFTA.

GEO 133
URBAN GEOGRAPHY - EXPERIENTIAL LEARNING
Undergraduate
The course provides an in depth analysis of a Chicago neighborhood, connecting this to wider U.S. trends in urbanization and urban development. Students conduct a research project, through archival study and field work.

GEO 170
EARTH’S CULTURAL LANDSCAPE
Undergraduate
A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people.

GEO 172
CULTURAL GEOGRAPHY
Undergraduate
How do artists depict different locations? How do television portrayals of New York City compare and contrast between situation comedies and drama series? How do lyrics and music portray a sense of place and local identity? This course will analyze how places are represented and understood through arts, music and literature. Students will develop the theoretical skills to examine the cultural geography both of the United States and elsewhere.

GEO 200
SUSTAINABLE URBANISM
Undergraduate
This course focuses on the application and meaning of "sustainability" to our discussion and understanding of cities, urban communities, and the urbanization process. The course conceptualizes sustainability as residing at the intersection of political, economic, social, and ecological thinking and examines its utility and flexibility towards urban form and function. The course pursues the topic of urban sustainability through the lenses of scale (e.g., local vs. global), justice (e.g., social vs. ecological), and diversity (e.g., cultural vs. biotic).

GEO 201
GEOPOLITICS
Undergraduate
A survey of theories of geopolitics and international relations, the course explores issues of international security and organization, regional integration, and nationalism, state formation and conflict. Historic geopolitical cases from Europe (Northern Ireland, EU, Balkans), the Middle East and North Africa, and the Russian realm, provide opportunities to assess theoretical approaches and profile the security and foreign policy concerns of the U.S. in the new millennium.
RELIGIOUS GEOGRAPHY
Undergraduate
Religion and geography are fundamentally intertwined. From the establishment of theocratic states that control territory, to the sprawl of US suburbia that has led to megachurches, the role of religion in shaping the earth's cultural landscape is undeniable. Religious beliefs shape geographies - there are places that, through faith, become sacred; elsewhere religious individuals and groups struggle to claim places in the name of their beliefs. This course will examine case studies from around the world to explore the intersection of geography and religion.

JUSTICE, INEQUALITY AND THE URBAN ENVIRONMENT
Undergraduate
A theoretical and applied investigation of the social, political, and economic processes influencing the spatial distribution of environmental amenities and harms across the U.S. urban landscape, with particular focus on urban structure and the role of environmental justice struggles in shaping urban policy and the urban landscape. Formerly GEO 120.

BOUNDARIES AND IDENTITIES
Undergraduate
A critical survey of the manner in which social, political, ethnic, gender and racial identities are being constructed by modernity and post-modernity. Cross-listed as INT 206. Recommended for GEO majors when taught by Professor Nast.

ENVIRONMENTAL CONSERVATION
Undergraduate
This course explores society-environment relations in case studies drawn from around the world. The course focuses on forces destructive to habitat and biospheres, species loss, global warming, and the tension between “modernization” and environmental sustainability.

BIOGEOGRAPHY
Undergraduate
Biogeography is the study of the distribution of plants and animals on the earth's surface, and the historical and ecological factors and human activities responsible. It asks questions such as: Why were placental mammals absent from (pre-European) Australia, while marsupials were abundant? How are current plant species' distributions different from those of the past, and what implications does this have for their ability to respond to global changes? Why have islands sustained so many extinctions compared to mainlands? Why are there so many insect species in the tropics and so few at high latitudes? How do humans changing the distribution and abundances of plant and animals? This course explores these and other such questions. The goal is to understand biodiversity patterns and processes across earth, and how this knowledge can help maintain biological communities in human-dominated, 21st century landscapes.

INTERNATIONAL DEVELOPMENT AND REGIONAL INEQUALITY
Undergraduate
This course charts the political, social and economic transformation of the developing countries, (Africa, Asia, Latin America, Caribbean, Pacific Islands) into a global economy dominated by the 'developed' countries (North America, Europe and Japan). This process, termed 'GLOBALIZATION', results from the operation of the global market mechanism; the activities of Transnational Corporations (TNCs) and the programs of the International Financial Institutions (IFIs).

SPAIN AND PORTUGAL: THE IBERIAN IMPACT
Undergraduate
An historical-geographical analysis of the Iberian nations with an interdisciplinary focus on global geopolitics, trade, settlement, and cultural characteristics (art, architecture, language and literature, music and religion). This is the only course of its kind offered in U.S. universities. Formerly GEO 318
GEO 220
THE DYNAMIC OCEAN
Undergraduate
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with PHY 220.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

GEO 225
WEATHER AND CLIMATE
Undergraduate
The dynamic atmospheric processes which control day-to-day weather and the longer term processes which determine prevailing climatic conditions are the two principal foci of this course. Special topics include weather systems, climate change, global warming, and human impacts on climate. Cross-listed with PHY 225.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

GEO 230
TRANSPORTATION GEOGRAPHY
Undergraduate
The course is an introduction to the subfield of transportation geography. Studying transportation and transportation-related phenomena from a spatial-analytic perspective, the course builds upon theories and methods of transportation geography. Systematic study of select case studies at the local and regional level provide opportunities for application of principles.

GEO 233
COMPARATIVE URBANISM
Undergraduate
An exploration of non-U.S. urban and planning traditions, through the comparative study of the foundation, morphological change and social-political forces that shaped cities such as Paris, St. Petersburg, Istanbul, Bombay-Mumbai, and Mexico City.

GEO 240
HISTORY OF CARTOGRAPHY
Undergraduate
The course explores the history of mapmaking as a dimension and expression of the intellectual, scientific, technological, and political transformation of society. Focusing primarily on Europe and North America, the course covers the prevailing schools of thought and practitioners, and the structures and forces that shaped them. The course includes hands-on study of archival quality maps in DePaul’s Special Collections. Short field trip to the Newberry Library required.

GEO 241
GEOGRAPHIC INFORMATION SYSTEMS I
Undergraduate
An introductory-level course covering the fundamentals of GIS. Topics include GPS, remote sensing, data models (vector and raster), coordinate systems, and map design. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS.

LSP 120 or HON 180 or (MAT 130 or above) or instructor permission is a prerequisite for this course.

GEO 242
GEOGRAPHIC INFORMATION SYSTEMS II: COMMUNITY GIS
Undergraduate
An intermediate-level course. Students conduct real-world GIS projects for community organizations in Chicagoland. Topics include data capture, manipulation, database design, data quality, and spatial analysis. Students will complete projects following best practices of GIS project management. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS.

GEO 241 is a prerequisite for this class.
GEO 243
REMOTE SENSING (FORMERLY GEO 343)
Undergraduate
An introduction to the fundamentals of remote sensing, the analysis of the earth through air or space borne sensors. Special topics include image interpretation, image processing, change analysis, environmental monitoring, and photogrammetry. Instruction is accomplished through lectures and hands-on lab exercises using IDRISI. A small lab fee will be charged.

LSP 120 or HON 180 or (MAT 130 or above) or instructor permission is a prerequisite for this course.

GEO 260
GLOBALIZATION AND RESOURCES
Undergraduate
An exploration of globalization and the politics and flow of natural resources between the developed and developing world, especially since World War II. Using case studies from around the world, the course introduces students to competing paradigms of environmental and resource destruction and to the complexities and contingencies of social and environmental change in the “new” global economy.

GEO 266
THE WORLD ECONOMY
Undergraduate
A study of the spatial organization of economic activities. Special topics include static and dynamic models of the space economy, the geography of industrialization, spatial divisions of labor, global commodity chains, and industrial development in peripheral economies. Formerly GEO 366.

GEO 269
POLITICAL ECOLOGY
Undergraduate
The course introduces students to the theoretical foundations and evolution of critical Political Ecology and its assessment of environmental change and social vulnerability in the developing world. The course traces the history of the discipline to its early roots in geography, anthropology, and ecology and tracks its emergence as a theoretically sophisticated critique of the global spread of economic development and environmental policy.

GEO 299
THE NATURE OF GEOGRAPHY
Undergraduate
An introduction to the epistemology of geographic thought, and the methodologies of the discipline of geography. Formerly GEO 100.

GEO 300
GEOGRAPHICAL INQUIRY
Undergraduate
Several perspectives on geographical questioning are presented in seminar format. Geographical researchers present their work with particular emphases on the relations between theoretical frameworks and methodological paradigms.

GEO 310
GREEN INFRASTRUCTURE
Undergraduate
Green Infrastructure (GI) goes beyond the conventional conservation efforts of creating and maintaining national and state parks and wildlife refuges. Instead, GI promotes conservation that takes place at different spatial scales to create a network of open spaces out of existing open spaces and green corridors as well as offering strategies for constructing green spaces out of abandoned urban spaces.

GEO 312
THE MIDDLE EAST AND NORTH AFRICA
Undergraduate
A basic survey of the physical, cultural, economic, and political geography of the countries of northern Africa and Western Asia. The course traces the human geographical impacts of Arabic, Turkish, and Persian civilizations, as well as the manner in which Islam, nationalism, statehood, and global politics are shaping the region today.
GEO 313
AFRICA: A CONTINENT IN TRANSITION
Undergraduate
A geographic survey of the fifty countries of Sub-Saharan Africa, with special emphasis on current aspects of their ethnic, economic, and geopolitical differences.

GEO 314
SOUTH AND SOUTHEAST ASIA
Undergraduate
Key characteristics of the physical, cultural, economic and political geography, and international relations of India, Pakistan, Thailand, the Philippines, and other countries in the region.

GEO 315
ASI A’S PACIFIC RIM
Undergraduate
A survey course focused upon key geographical factors contributing to the emergence of Japan as an international economic leader, and the rapid development of the People's Republic of China, Taiwan, Hong Kong, and South Korea, among others, as global economic players.

GEO 316
THE EUROPEAN UNION
Undergraduate
An integration of political geographic and international relations perspectives on European integration: Special emphases on political philosophies and theories of integration, the geopolitics of block formation and enlargement, institutional structure, the evolution of policies, and the future directions of the European Union. Cross-listed with PSC 340.

GEO 317
POST SOVIET EASTERN EUROPE AND THE RUSSIAN REALM
Undergraduate
A regional geographic survey of the Russian realm spanning the imperial, Soviet, and republican eras: Special emphases on the physical, political, cultural, and economic geographies of the vast Eurasian region dominated historically by Russia.

GEO 326
LATIN AMERICA AND THE CARIBBEAN
Undergraduate
An analysis of the social, environmental, cultural, economic, and political factors affecting this vast region.

GEO 327
SOUTH AMERICA
Undergraduate
An analysis of the physical, cultural, economic, and political factors affecting the geography of that continent's regions and countries.

GEO 331
CHICAGO: SPATIAL ANATOMY OF A METROPOLIS
Undergraduate
An advanced exploration of Chicago's urban geography, focusing in detail on topics such as historical geography, industrial change, community development, housing, architecture, transportation and Chicago's status as a "global city."

GEO 333
URBAN PLANNING
Undergraduate
A seminar on the intellectual history and theories of urban planning and design, and their application in urban settings in the U.S. and abroad. Systematic study of case studies leads to the investigation of current urban planning issues in Chicago.
GEO 339
TOPICS IN ARCHITECTURE AND URBANISM
Undergraduate

Major cities around the world are often identified with distinctive architecture. In many locations, different schools and periods of architectural design can be 'read' from examining the urban landscape. This course will examine the relationship between architecture and urbanism. As an upper level course, rather than a broad survey, the material will focus on a specific location or architectural style for the duration of the quarter, allowing students to learn in depth about how architecture and urbanism are interconnected.

GEO 343
REMOTE SENSING II
Undergraduate

This course presents intermediate to advanced techniques in remote sensing, analysis of the earth through air or space borne sensors. Remote sensing is defined as "the technique of obtaining information about objects through the analysis of data collected by special instruments that are not in physical contact with the objects of investigation" (Avery and Berlin 1992). In this course we will be concerned primarily with the uses and applications of data acquired by various electromagnetic sensors being operated from airborne and spaceborne platforms, i.e. aircraft and satellites. The purpose of Remote Sensing II is to provide 2nd level depth to some of the more advanced techniques of remote sensing and image interpretation, following on the introductory prerequisite GEO 243. In addition there will be a detailed survey of federal remote sensing projects (mainly from NASA) and the climate-centered focus on the earth system that these provide - in essence the most comprehensive source of evidence for climate research. There is a special focus on urban/environmental applications of remote sensing, i.e. the detection, delineation, identification, and quantification of processes occurring in and around cities which affect the environment. Remote sensing technologies have, to an increasing extent, become integrated and deployed through geographic information systems (GIS) technology. Students learn to integrate techniques from this course to produce information products that are useful in the support of public and private decision-making. ENVI - an advanced image processing application that is integrated with the ArcGIS desktop is the principal platform used for instruction in the course. Techniques covered include advanced classification, georeferencing, LIDAR, and hyperspectral data analysis. The course will be taught through integrated hands-on activities, lectures and a comprehensive final project.

GEO 243 is a prerequisite for this course.

GEO 344
GEOGRAPHIC INFORMATION SYSTEMS III: SPATIAL ANALYSIS FOR SUSTAINABILITY
Undergraduate

An advanced-level course. Students conduct spatial analysis of sustainability issues of their interests. Topics include geographic visualization, network analysis, spatial interpolation, and exploratory spatial data analysis. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. PREREQUISITE(S): GEO 242 or consent of instructor. Formerly GEO 244.

GEO 242 is a prerequisite for this class.

GEO 350
WORLD OF WINE
Undergraduate

An analysis of the geographical factors that influence the global production and distribution of wine. Material fee required, payable on the first day of class. Students must be 21 years of age or older.

GEO 370
ADVANCED TOPICS IN CULTURAL GEOGRAPHY
Undergraduate

This course will engage with contemporary scholarly research in Cultural Geography. Each class will be centered around a seminar discussion of required readings, selected from recent scholarship. The instructor of this class will focus on areas of her or his own expertise, including geographies of landscape, feminist geography, geographies of race and ethnicity, geographies of nationalism and post-colonialism.

GEO 391
RESEARCH TECHNIQUES
Undergraduate

An overview of research techniques in geography with a focus on a statistical approach. Students will get versed in quantitative reasoning by learning how statistical concepts and techniques are applied to geographic problems. Topics include research concepts, research design, descriptive statistics, and inferential statistics geared toward understanding geographic phenomena. Instruction is accomplished through lectures and hands-on exercises using calculators, SPSS and ArcGIS. PRE-REQUISITE(S): GEO 241.

GEO 241 is a prerequisite for this class.
GEO 395
SEMINAR IN SELECTED TOPICS
Undergraduate
Upper-division seminar exploring selected geographical issues.

GEO 398
INTERNSHIP
Undergraduate
The course combines academic study with practical experience obtained through work in an extramural internship setting. The internship course requires academic output in the form of a research journal, paper, or other.

GEO 399
INDEPENDENT STUDY
Undergraduate
Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. Junior or Senior standing and department consent are a prerequisite for this class.

GEO 441
GEOGRAPHIC INFORMATION SYSTEMS (GIS) FOR COMMUNITY DEVELOPMENT
Graduate
This course will focus on applications of Geographic Information Systems (GIS) to community studies and community development. As an amalgam of information technologies (e.g. database management, Web 2.0) and earth measurement technologies (e.g. global positioning systems, remote sensing), GIS is rapidly entering the realm of community development. The course will explain how GIS works; enable students to learn techniques including mapping, spatial analysis, and data management; and provide students with the opportunity to rethink community development through the use of geospatial information.

GEO 499
INDEPENDENT STUDY [GRADUATE]
Graduate
Intensive study of a topic of special interest. Private conferences with instructor of supervised reading and research. Variable credit. Instructor consent required.

GER 101
BASIC GERMAN I
Undergraduate
Listening to, speaking, reading and writing German in a cultural context for the beginning student.

GER 102
BASIC GERMAN II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations.

GER 103
BASIC GERMAN III
Undergraduate
Completion of the basic elements of the German language, spoken as well as written, with due regard to the cultural context of German expression.

GER 104
INTERMEDIATE GERMAN I
Undergraduate
Intensive practice in the use of German through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.
GER 105
INTERMEDIATE GERMAN II
Undergraduate
Continuing practice in spoken and written German and further development of reading and listening abilities in an authentic cultural context.

GER 106
INTERMEDIATE GERMAN III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing German with a concomitant heightened awareness of the cultural dimensions of the German language.

GER 197
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.

GER 198
STUDY ABROAD
Undergraduate
Variable credit.

GER 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

GER 201
ADVANCED COMMUNICATION I
Undergraduate
Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar.

GER 202
ADVANCED COMMUNICATION II
Undergraduate
Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities.

GER 203
ADVANCED COMMUNICATION III
Undergraduate
Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression.

GER 277
FIN-DE-SI ECLE VIENNA
Undergraduate
Vienna of the late-nineteenth and early-twentieth centuries was a place where geography, culture, and intellect intersected. Figures such as Sigmund Freud, Gustav Klimt, Arthur Schnitzler, Ludwig Wittgenstein, and Gustav Mahler mingled, discussed, and shaped the arts, philosophy, and sciences of the nascent twentieth century.

GER 297
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.
GER 298
STUDY ABROAD
Undergraduate
Variable credit.

GER 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

GER 301
INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600
Undergraduate
From origins to 1600.

GER 302
INTRODUCTION TO GERMAN LITERATURE II: FROM 1600-1850
Undergraduate
From 1600-1850.

GER 303
INTRODUCTION TO GERMAN LITERATURE III: FROM 1850 TO PRESENT
Undergraduate
From 1850 to present.

GER 304
GERMAN DRAMA
Undergraduate
Topics include: the classical period; drama of the 19th century; drama of the 20th century.

GER 305
GERMAN PROSE
Undergraduate
Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century.

GER 306
THE NOVELLE
Undergraduate
From Goethe to Grass.

GER 307
GERMAN POETRY
Undergraduate
Topics include: from the Baroque to Holderin; from Romanticism to the present.

GER 308
GOETHE’S FAUST
Undergraduate
Part I and selected passages from Part II.
GER 309
GERMAN CIVILIZATION I
Undergraduate
The rise and fall of the "Holy Roman Empire": Social, intellectual and artistic background of Germany from its origins to 1871.

GER 310
GERMAN CIVILIZATION II
Undergraduate
Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990.

GER 311
GERMAN CIVILIZATION III
Undergraduate
Contemporary Germany.

GER 312
GERMAN INTELLECTUAL HISTORY
Undergraduate
Marx, Nietzsche, Freud; their decisive influence on the twentieth century.

GER 313
TURN OF THE CENTURY VIENNA
Undergraduate

GER 314
BERLIN AND THE GOLDEN TWENTIES
Undergraduate
Expressionist film, Bauhaus, Dada, Brecht, Thomas Mann.

GER 315
LITERATURE AFTER 1945 (EAST AND WEST)
Undergraduate
Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Boell, Enzensberger.

GER 316
LITERATURE OF THE WEIMAR YEARS
Undergraduate
Mann, Hesse, Kafka, Brecht.

GER 317
WOMEN WRITERS OF GERMAN EXPRESSION
Undergraduate
Studies in literature and social issues from all periods of German, Austrian and Swiss history.

GER 319
MULTICULTURAL CONTEMPORARY WRITERS
Undergraduate
Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German.
GER 320
ADVANCED COMMERCIAL GERMAN
Undergraduate
Advanced preparation for the use of German in the business world.

GER 321
TRANSLATION
Undergraduate
Fundamental principles of translation and acquisition of practical skills involved in translating original literary and other texts from German into English and vice versa. Three years of college German is recommended.

GER 329
THE GERMAN FILM
Undergraduate
Topics from all periods.

GER 351
GERMAN PHONOLOGY AND PHONETICS
Undergraduate
An in-depth study of the language's sound system and intensive pronunciation practice.

GER 397
SPECIAL TOPICS IN GERMAN
Undergraduate
See schedule for current offerings.

GER 398
STUDY ABROAD
Undergraduate
Variable credit.

GER 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

GER 401
INTRODUCTION TO GERMAN LITERATURE I: FROM ORIGINS TO 1600
Graduate
From origins to 1600. Cross-listed with GER 301.

GER 402
INTRODUCTION TO GERMAN LITERATURE II: FROM 1600 - 1850
Graduate
From 1600-1850. Cross-listed with GER 302.

GER 403
INTRODUCTION TO GERMAN LITERATURE III: FROM 1850 TO PRESENT
Graduate
From 1850 to present. Cross-listed with GER 303.
GER 404
GERMAN DRAMA
Graduate
Topics include: the classical period; drama of the 19th century; drama of the 20th century. Cross-listed with GER 304.

GER 405
GERMAN PROSE
Graduate
Topics include: prose from 1600 to Goethe; from the Romantic to the Realistic periods; prose of the 20th century. Cross-listed with GER 305.

GER 406
THE NOVELLE
Graduate
From Goethe to Grass. Cross-listed with GER 306.

GER 407
GERMAN POETRY
Graduate
Topics include: from the Baroque to Holderin; from Romanticism to the present. Cross-listed with GER 307.

GER 408
GOETHE'S FAUST
Graduate
Part I and selected passages from Part II. Cross-listed with GER 308.

GER 409
GERMAN CIVILIZATION I
Graduate
The rise and fall of the "Holy Roman Empire": Social, intellectual and artistic background of Germany from its origins to 1871. Cross-listed with GER 309.

GER 410
GERMAN CIVILIZATION II
Graduate
Social, intellectual and artistic developments in Germany from unification in 1871 to reunification in 1990. Cross-listed with GER 310.

GER 411
GERMAN CIVILIZATION III
Graduate
Contemporary Germany. Cross-listed with GER 311.

GER 412
GERMAN INTELLECTUAL HISTORY
Graduate

GER 413
TURN OF THE CENTURY VIENNA
Graduate
GER 414
BERLIN AND THE GOLDEN TWENTIES
Graduate
Expressionist film, Bauhaus, Dada, Brecht, Thomas Mann. Cross-listed with GER 314.

GER 415
LITERATURE AFTER 1945 (EAST AND WEST)
Graduate
Reconstruction of German literature and coming to terms with the past: "Gruppe 47", Grass, Boell, Enzensberger. Cross-listed with GER 315.

GER 416
LITERATURE OF THE WEIMAR YEARS
Graduate
Mann, Hesse, Kafka, Brecht. Cross-listed with GER 316.

GER 417
WOMEN WRITERS OF GERMAN EXPRESSION
Graduate
Studies in literature and social issues from all periods of German, Austrian and Swiss history. Cross-listed with GER 317.

GER 419
MULTICULTURAL CONTEMPORARY WRITERS
Graduate
Focus on the critical bicultural awareness of immigrant writers of German expression whose original language is not German. Cross-listed with GER 319.

GER 420
ADVANCED COMMERCIAL GERMAN
Graduate
Advanced preparation for the use of German in the business world. Cross-listed with GER 320.

GER 421
TRANSLATION
Graduate
Fundamental principles of translation and acquisition of practical skills involved in translating original literary and other texts from German into English and vice versa. Cross-listed with GER 321.

GER 429
THE GERMAN FILM
Graduate
Topics from all periods. Cross-listed with GER 329.

GER 451
GERMAN PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice. Cross-listed with GER 351.

GER 497
SPECIAL TOPICS IN GERMAN
Graduate
See schedule for current offerings.
GER 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

GER 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

GPH 205
HISTORICAL FOUNDATIONS OF VISUAL TECHNOLOGY
Undergraduate
This course is a survey of the development, application and meaning of visual technologies in a wide range of world cultures from pre-history to the present. It traces the unique intersection of mathematics and physical culture that marks design science, as it has been realized in a variety of human societies. The course includes works of art that emphasize those mathematical and geometric elements that are antecedent to contemporary graphic technology.

GPH 211
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS I
Undergraduate
An introduction to the visual, non-verbal principles incorporated in the effective presentation of on-screen environments. This course emphasizes the use of two-dimensional elements and their organization.

GPH 212
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS II
Undergraduate
Further experience with the visual, non-verbal principles incorporated in effective presentation of on-screen environments. This course emphasizes the use of three-dimensional elements, spaces and their organization. PREREQUISITE(S): ART 105, GD 105, GPH 211 or HCI 402.

GPH 213
PERCEPTUAL PRINCIPLES FOR DIGITAL ENVIRONMENTS III
Undergraduate
An introduction to the visual and communication principles for the structure and organization of time-based digital environments. Introduction to standard 2D animation software applications. PREREQUISITE(S): GPH 211 or GD 105 or equivalent

GPH 250
DIGITAL MODELING I
Undergraduate
Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. Prerequisite: GPH 212

GPH 255
HAND PROTOTYPING FOR GRAPHIC VISUALIZATION
Undergraduate
Paper prototyping techniques for pre-screen image design including form rendering, rapid visualization, descriptive geometry, and iconographic diagramming. Students will work from initial sketch versions through client presentation. PREREQUISITE(S): ART 106 and (GPH 211 or GD 105)
GPH 259
DESIGN GEOMETRY
Undergraduate
(Cross-listed with ART 295) An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

GPH 269
GRAPHIC GEOMETRIES
Undergraduate
An historical and practical introduction to the visual applications of geometry. This CAD-based survey covers constructive geometry, surface symmetry, projective geometry, polyhedrons and spheroids through the discussion of historical precedents and practicum exercises.

Graduate standing is a prerequisite for this class.

GPH 321
COMPUTER GRAPHICS DEVELOPMENT I
Undergraduate
This course presents the fundamental mathematical foundations of graphics including an introduction to the basic geometric constructions of points, vectors, transformations, matrices and homogeneous coordinates. The course will explore applications of these mathematical techniques to rendering 3D scenes and lighting and shading surfaces in 3D. Advanced topics will include several key techniques from computational geometry such as the computation of object intersections and applications to rendering 3D scenes and object collisions. The focus of this course is on building the software from scratch rather than using a graphics application programming interface (API) so that students will gain a deeper understanding of the techniques they will be using in later courses through an API such as OpenGL or Direct3D.
PREREQUISITE(S): CSC 300 or CSC 383 or CSC 393

GPH 325
SURVEY OF COMPUTER GRAPHICS
Undergraduate
(Formerly GPH 371) A survey of basic 3D techniques, including interaction of light and color. The relationship between visual effect and geometry. Visual effects of rendering, texturing and lighting algorithms. Procedurally based modeling and an introduction to procedural animation techniques. PREREQUISITE(S): CSC 212 or CSC 262 or IM 330

GPH 329
COMPUTER GRAPHICS DEVELOPMENT II
Undergraduate
(Formerly CSC 329) Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination, Gouraud and Phong shading. Antialiasing, Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): GPH 321 or(CSC 393 and either MAT 220 or MAT 262)

GPH 336
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION
Undergraduate

GPH 338
SURVEY OF 3-D ANIMATION
Undergraduate
(Formerly titled Computer Animation Survey). Use of a commercially-based animation package for the purpose of communicating a narrative or visual information. Animation of transformations, deformations, cameras, and lights. Forward / inverse kinematics for character rigging. Prerequisites: ANI 201 and either GPH 325 or GPH 250.
GPH 339
ADVANCED RENDERING TECHNIQUES
Undergraduate
An introduction to shading techniques for highly realistic computer generated imagery. Texturing basics. Design, acquisition and application of layered textures to produce realistic dirt and aged surfaces. Turntables. Basic illumination and reflectance models. Elements of procedural texturing for organic surface materials such as wood and marble. The course includes an introduction to an industry standard shading language that is a powerful prototyping tool for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 325 or GPH 321 or (ANI 339 and GPH 355)

GPH 340
PROCEDURAL SHADING
Undergraduate
Procedural pattern generation, creating patterns such as marble and wood with noise, moving beyond the Phong Illumination model. Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as “toon” shading and painterly techniques. PREREQUISITE(S): GPH 339

GPH 341
ADVANCED LIGHTING TECHNIQUES
Undergraduate
Simple local models such as Phong, extensions to Phong (HDRI), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 339

GPH 345
DIGITAL SURFACE MODELING
Undergraduate
This course is an upper level exploration of digital modeling in NURBS environments. Students will learn to creatively apply analytic methods of form production and scenic presentation suitable for application to design and engineering, medical and forensic visualization, and testing. In general this course will prepare students for 3-D graphic applications outside of the entertainment industry while rounding out their modeling skills for that industry, too. PREREQUISITE(S): GPH 212 or GPH 259 or ANI 230.

GPH 346
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION
Undergraduate

GPH 348
RIGGING FOR ANIMATION
Undergraduate
Preparing 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 338 or ANI 201

GPH 350
DIGITAL MODELING II
Undergraduate
Advanced experience in object modeling and prototype design. Students will work with more sophisticated form relationships, reverse engineering and textures, and will produce an original object from slicing with computer-aided manufacture. PREREQUISITE(S): GPH 250.

GPH 355
3D SCRIPTING FOR ANIMATORS
Undergraduate
This is an introductory course in scripting for a 3D production environment. Students will learn and apply basic programming concepts in order to improve the productivity of animators and modelers. Using script, we will automate repetitive tasks, customize the interface, and create new tools. Students will gain a fundamental understanding of how a 3D animation package functions behind the interface. Prerequisites: ANI 230 or GPH 338
GPH 358
COMPUTER GRAPHICS AUTOMATION
Undergraduate
Covers the use of scripting and other automation techniques to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate rich, interesting graphics and animations that would not be possible with the conventional user interface.
PREREQUISITE(S): IM 330 or CSC 212 or CSC 262 or GPH 355 or CSC 242.

GPH 360
MODELING SPACES
Undergraduate
The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): GPH 250.

GPH 372
PRINCIPLES OF COMPUTER ANIMATION
Undergraduate
(Formerly CSC 372) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling.
PREREQUISITE(S): GPH329.

GPH 374
COMPUTER GAMES
Undergraduate
(Formerly CSC 374) (Cross-listed with CSC 574) Concept and character development, storyboarding, prototyping, testing and implementation. Interaction techniques. Optimization of lighting and texturing. Discussion of relevant hardware and peripherals.
PREREQUISITE(S): GPH 329.

GPH 375
ADVANCED GRAPHICS DEVELOPMENT
Undergraduate
(Formerly CSC 375) Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 329 or permission of instructor.

GPH 376
ARTIFICIAL INTELLIGENCE IN COMPUTER GAMES
Undergraduate
The course introduces Artificial Intelligence (AI) topics applied to computer games. No previous knowledge of AI will be assumed. The course concentrates of development of applications that guide game objects in 2D (3D) space. Basic AI architectures and techniques are introduced. Implementation of a game AI engine will be discussed. PREREQUISITE(S): GPH 374.

GPH 380
VISUALIZATION
Undergraduate
An in depth introduction to a wide range of visualization techniques focusing on medical and scientific applications. Introduction to programming using a visualization package, use of color for feature extraction and enhancement, false color mapping techniques, reconstruction techniques, iso surface generation, stream lines and ribbons, spatial set operations and projections of higher-dimensional data sets. Prerequisite(s): GPH 325

GPH 387
FORENSIC ANIMATION
Undergraduate
Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement. Prerequisites: GPH 338 or ANI 231
GPH 388
PRODUCTION PIPELINE TECHNIQUES
Undergraduate
An essential aspect of CGI is the skill to effectively manage data for an entire show, and to know how to monitor renders and image processes with the end result of assembling the finished animation. Students taking this course will gain hands-on experience in render queue management, automated file/image processing and manipulation, disk resource management, data archiving, conversion of outside vendor media and scripting tools to automatic common tasks and improve workflow. Students will work in teams to complete large-scale asset management and rendering projects. Prerequisites: CSC 212 or CSC 262

GPH 389
REAL-TIME GRAPHICS TECHNIQUES
Undergraduate
This course will cover the basic algorithms and techniques used in today's real-time graphics systems. Topics will include the following: an introduction to computational geometry including computation with polygonal meshes. Alternate scene representations for efficient geometry culling, including BSP trees and oct-trees. Bounding volume hierarchies, box-trees and R-trees, and application to geometry culling. Programmable graphics hardware and its applications to geometric deformations and surface rendering. PREREQUISITE(S): GPH 329

GPH 390
TOPICS IN GRAPHICS
Undergraduate
Description: May be repeated for credit. PREREQUISITE(S): Permission of Instructor

GPH 395
COMPUTER GRAPHICS SENIOR PROJECT
Undergraduate
A group project involving analysis, design, creation, implementation and testing of a large project such as an animation, an interactive multimedia presentation or a video game. Portfolio creation and critique. Discussion of strategies for graduate school and the job market. PREREQUISITE(S): GPH 338 or GPH 372.

GPH 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Consent of dean.

GPH 425
SURVEY OF COMPUTER GRAPHICS
Graduate
Expression of visual intent through geometry and procedure. A survey of basic 3D techniques, including interaction of light and color. Visual effects of rendering, texturing, and lighting algorithms. Procedural modeling techniques and an introduction to procedurally-based texturing and animation. PREREQUISITE(S): CSC212 or CSC262.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 436
FUNDAMENTALS OF COMPUTER GRAPHICS
Graduate
An accelerated introduction to the graphics development environments and to graphical programming. Provides an in depth discussion of the basic mathematical language of computer graphics: vectors, transformations, homogeneous coordinates and their associated data structures. Advanced topics will include sampling theory and interpolation. Also provides a basic introduction to industry standards in graphics development, including specifying transformations and viewing parameters. PREREQUISITE(S): CSC 393 and MAT 150.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
GPH 438
COMPUTER ANIMATION SURVEY
Graduate
Survey of methods used in computer animation. This course uses commercially available software packages to teach techniques for animation and digital video production. The techniques covered include storyboarding, key frame animation, audio and video editing. PREREQUISITE(S): GPH 425 or GPH 469.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 448
COMPUTER GRAPHICS SCRIPTING
Graduate
Covers the use of scripting to generate computer graphics and animation. Emphasis on the benefits and differences of scripting languages compared to conventional graphics programming. Using commercially available scripting environments, students will generate complex graphics and animations that would not be possible with the conventional user interface. PREREQUISITE(S): GPH 438.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 450
DIGITAL MODELING I
Graduate
Introduction to 3D object modeling with an emphasis on visual applications and prototype design. Students will work with basic spatial operations in surface modeling and CAD interfaces and will produce an original object from pattern with computer-aided manufacture. Prerequisite: HCI 470.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 465
SURVEY OF VISUALIZATION APPLICATIONS
Graduate
An in-depth introduction to a wide range of visualization techniques focusing on medical and scientific and engineering applications. Introduction to programming using a visualization package, use of color for feature extraction and enhancement, false color mapping techniques, reconstruction techniques, isosurface generation, stream lines and ribbons, spatial set operations, volumetric techniques and projections of higher-dimensional datasets. PREREQUISITE(S): GPH 425 or Statistics (IT 223, CSC 423 or MAT 351)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 469
COMPUTER GRAPHICS DEVELOPMENT
Graduate
Basic graphics architecture. Coordinate systems. Three-dimensional representations and transformations. Simple visible-surface algorithms. Introduction to illumination. Gouraud and Phong shading. Antialiasing. Texture mapping and elements of animation. Students create a graphics package using a high-level graphics API such as OpenGL. PREREQUISITE(S): GPH 436 or GPH 321

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 487
FORENSIC ANIMATION
Graduate
Techniques and issues in forensic animation. Application of modeling and rendering to the recreation of time-based events for legal purposes. Survey of research and interview techniques. Demonstrative recreation and physically-based recreation. Issues of accuracy, verification, certification and ethics. Students research and recreate an event with forensic value. Possible project areas include motor vehicle incidents, aviation events, product liability, medicine, and trademark infringement. Prerequisite: TBD

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
GPH 536
SMOOTH SURFACE MODELING FOR GRAPHICS AND ANIMATION
Graduate

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 538
RIGGING FOR ANIMATION
Graduate
Readying 3D characters and other models for animation. Skeleton chains, joint orientations, and degrees of freedom. IK solvers, including single chains, rotation and splines. Methods for computing weights for skinning body and face, including semi-automated approaches. Considerations for mechanical objects, animals and low-polygon models. PREREQUISITE(S): GPH 438

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 539
ADVANCED RENDERING TECHNIQUES
Graduate
An in-depth examination of texturing techniques for highly realistic computer generated imagery. Design and implementation of layered textures to produce realistic dirt and aged surfaces. Cost analysis of advanced illumination and reflectance models, including environment and shadow mapping, and ambient occlusion. Procedural texturing including pattern generation and the application of noise to produce organic surfaces. Shader development using an industry standard. Prototyping for both offline and real-time rendering environments. Students work in teams to produce convincingly organic environments. PREREQUISITE(S): GPH 425 or GPH 436 or (ANI 439 and GPH 355)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 540
PROCEDURAL SHADING
Graduate
Procedural pattern generation, creating patterns such as marble and wood with noise. Moving beyond the Phong Illumination model: Gaussian distributions and the Ward anisotropic model, BRDFs. Non-photorealistic rendering techniques such as “toon” shading and painterly techniques. PREREQUISITE(S): GPH 539

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 541
ADVANCED LIGHTING TECHNIQUES
Graduate
Simple local models such as Phong, extensions to Phong (HDR), ray-traced lighting and shadows, soft shadow generation using shadow maps, radiosity for producing ambient lighting and photon mapping for calculating realistic refracted light. Theory, lighting features supported, efficiency, and practical considerations for choosing the model in production. PREREQUISITE(S): GPH 539

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 560
MODELING SPACES
Graduate
The digital design and modeling of environmental spaces with attention to human use parameters. PREREQUISITE(S): any GPH 400-level course or consent of instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
GPH 565
DESIGNING FOR VISUALIZATION
Graduate

Sources of graphical integrity and sophistication. Data-Ink maximization. Data density. The use of color to enhance features in data sets and the communication of information. Effective use of space and time. Use of 3D techniques to display multi-dimensional data. The use of isosurfaces and volumetric techniques to display features of data sets. Students will use a programmable system to produce their visualizations and will learn how to use procedural techniques to express graphical intent. (Only one of GPH 570 and GPH 565 may be taken for credit) Prerequisites: GPH 448 and HCI 470

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 570
VISUALIZATION
Graduate

(Formerly CSC 570) Reconstruction techniques. Voxel classification and isosurface generation. Spatial set operations. Projections of higher-dimensional data sets. Data feature enhancement. False color mapping. Survey of applications in science, engineering and medicine. PREREQUISITE(S): GPH 469.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 572
PRINCIPLES OF COMPUTER ANIMATION
Graduate

(Formerly CSC 572) This course will cover a range of topics in introductory 3D Computer Animation. Topics covered will include key framing, interpolation, hierarchies, inverse kinematics, particle systems, and the basics of physically based simulation and modeling. PREREQUISITE(S): GPH 469.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 574
COMPUTER GAMES
Graduate

(Formerly CSC 574) Concept and character development, storyboarding, prototyping, testing and implementation. Interaction techniques. Optimization of lighting and texturing. Discussion of relevant hardware and peripherals. PREREQUISITE(S): GPH 469.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 575
ADVANCED GRAPHICS DEVELOPMENT
Graduate

Survey of standards and current modular technology for 2D and 3D graphics software development. Use of software development toolkits to create "plug-ins" and other modularly organized functionality enhancements for selected commercially available graphics packages. PREREQUISITE(S): GPH 448 and GPH 469.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

GPH 576
ARTIFICIAL INTELLIGENCE IN COMPUTER GAMES
Graduate

The course introduces Artificial Intelligence (AI) topics applied to computer games. No previous knowledge of AI will be assumed. The course concentrates of development of applications that guide game objects in 2D (3D) space. Basic AI architectures and techniques are introduced. Implementation of a game AI engine will be discussed. Prerequisites: GPH 469

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
This class explores the current trends in programmable computer graphics hardware. Modern graphics processing units (GPU's) are becoming increasingly powerful and fully programmable parallel processing units. They make extremely sophisticated effects in computer graphics, such as shadows, displacement maps, skinning, motion blur, reflections and refractions, possible in real-time scenes. In addition these increasingly general programmable units are being used for far more general computing problems from traditional searching and sorting algorithms to computational problems in physics such as the diffusion equation and fluid flow. In this course we will explore the applications of hardware shading to computer graphics, including advanced lighting, shading and surface effects. As time allows, we will explore other applications such as physics and computer science. Prerequisites: GPH 469

CDM graduate students in the Pre requisite Pha se are restricted from registering for this class.

May be repeated for credit. PREREQUISITE(S): Permission of instructor.

CDM graduate students in the Pre requisite Pha se are restricted from registering for this class.

Basic Classical Greek is the first Greek translation course. GRK 101 introduces students to the basics of the language of the Athenians, which includes the Greek alphabet, pronunciation, accentuation and the beginnings of Greek grammar.

Basic Classical Greek II is the second Greek translation course. GRK 102 is a continuation of the introduction to grammar with an emphasis on reading skills through vocabulary development and composition.

Basic Classical Greek III is the third Greek translation course. GRK 103 pays special attention to reading Greek texts in conjunction with composition and English translations for an appreciation of accurate rendering and structural divergence.

Intermediate Classical Greek I is the fourth Greek translation course. GRK 104 is a translation course for students who have completed GRK 101-102-103 (or the equivalent), concentrating on grammar and understanding how Greek grammar and idiom function. Students continue to expand their vocabulary skills. Student interest determines some of the content.

Intermediate Classical Greek II is the fifth Greek translation course. GRK 105 is a translation course for students who have completed GRK 101-102-103, concentrating on grammar and understanding how Greek grammar and idiom function. Students learn forms of irregular verbs. Student interest determines some of the content.
GRK 106
INTERMEDIATE CLASSICAL GREEK III
Undergraduate
Intermediate Classical Greek III is a translation course for students who have completed GRK 101-102-103, concentrating on grammar and understanding how Greek grammar and idiom function. Some composition accompanies translation. Student interest determines some of the content.

GRK 197
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 198
STUDY ABROAD
Undergraduate
Variable credit.

GRK 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

GRK 297
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 298
STUDY ABROAD
Undergraduate
Variable credit.

GRK 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

GRK 397
SPECIAL TOPICS IN GREEK
Undergraduate
See schedule for current offerings.

GRK 398
STUDY ABROAD
Undergraduate
Variable credit.

GRK 399
INDEPENDENT STUDY
Undergraduate
Variable credit.
GRK 497
SPECIAL TOPICS IN GREEK  
Graduate  
See schedule for current offerings.

GRK 498  
STUDY ABROAD  
Graduate  
Variable credit.  Permission required.

GRK 499  
INDEPENDENT STUDY  
Graduate  
Variable credit. Permission of chair and instructor required.

GSB 420  
APPLIED QUANTITATIVE ANALYSIS  
Graduate  
This course provides a comprehensive review of some basic mathematical and statistical methods and stresses their practical applications in business and economics. The course will equip the student with the quantitative skills required in the MBA program and will also provide a good foundation for addressing typical problems that arise in business. Additionally, the skills acquired in the course will also help the student prepare for the quantitative sections of professional exams, such as the CFA, the CPA and the CMA exams. This course will stress learning through applications/problem-solving using Excel and/or Minitab software for data analyses. However, the course must be analytical and theoretical to the extent that is necessary to develop a correct understanding of the topics presented. The topics covered in the course include relevant mathematical concepts: use of relevant functions and solving equations in unknowns, elementary calculus and graphing functions. It also focuses on relevant statistical concepts: probability theory, hypothesis testing, regression analysis and forecasting.

GSB 595  
DEVELOPING SUSTAINABLE STRATEGIES: PRACTICUM  
Graduate  
This course is designed to integrate the concept of strategy development into the larger ecological economic context of serving market/society needs in a finite world. The goal of strategy in organizations has traditionally been defined as one of value maximization, from the shareholder perspective exclusively. But the role of strategy is to guide organizations in competitively defining and meeting market/society's needs. Sustainable strategies take into account multiple perspectives by engaging in practices - principally systems thinking - to pursue opportunities in meeting market/society's needs that are economically viable, socially just, and operate responsibility within the constraints of a finite ecology. Students will demonstrate the literacies required to develop sustainable strategies that take into account all facets of the business venture (marketing, finance, management, design, production and distribution/life cycle analysis.) One key question will shape the trajectory of the course: ‘How does one develop a competitive sustainable strategy to serve some market/society need?’ Therefore, the focus of this course is for the student to select a need, determine the sustainable economic system to develop and deliver the product/service, and write and present the ‘business case.’ The student will also articulate the values and vision - personally and organizationally - driving the strategy.

GSB 599  
STRATEGIC ANALYSIS FOR COMPETING GLOBALLY  
Graduate  
This capstone course views the impact of contemporary issues on corporate strategy. Competitive, cultural, social and ethical issues are examined within the context of a global business environment. The course content emphasizes identifying strategic alternatives, developing corporate and business strategies, and understanding the role of functional activities and organizational processes from a strategic viewpoint. The process of the course involves team interaction, problem-solving, group decision-making, written reports and oral presentations.

ACC 500, GSB 420, MGT 500, MGT 502, ECO 509, ACC 555, ECO 555, FIN 555, MGT 555, MIS 555 and MKT 555 are a prerequisite for this class.

GSB 600  
CANDIDACY CONTINUATION  
Graduate  
A non-credit registration that allows students to continue to use DePaul facilities such as the library, Career Development Center and the computer lab while not registered for credit-earning courses.
This course is designed for all MBA students seeking to develop skills in strategic financial analysis. The course provides a deep, unabashed evaluation of corporate performance with a focus on traditional and cash-based measures, and strategic applications. Understanding the strengths and weaknesses of various types of financial analyses is a requirement for designing and developing business strategy, business execution systems, and understanding of the performance of the company. Key managerial questions will be investigated in the course: When should a business grow? When is growth meaningless to investors? Why does an increase in net income, even over decades, still result in stock price drops? Why do companies report record Return On Equity amidst abysmal stock returns? Why and when is stock price BAD for measuring managerial performance? Corporate managers today are plagued by these questions, leaving them to believe in market irrationality, or simply "the market doesn't understand my company". The course will be driven by actual review and evaluation of company financial statements, using of several types of practical financial analysis methods and tools. The course provides deep insights into the world of investment analysis, corporate performance measurement, and strategic planning. This course will be useful for MBA candidates destined for higher levels of corporate management, management consulting, investment banking, equity research, or money management. This seminar-driven course is co-designed and co-taught by Dr. Mark L. Frigo, Eichenbaum Foundation Distinguished Professor of Strategy and Leadership, Dr. Keith M. Howe, Scholl Professor of Finance, and Joel Litman, Executive in Residence in The Center for Strategy, Execution and Valuation in the Kellstadt Graduate School of Business and Vice-President in Equity Research at Credit Suisse First Boston.

A seminar in business ethics that centers on theoretical, practical and pedagogical issues. Cross-listed with PHL 640. Offered variably.

This course will examine the thinking of social scientists, philosophers and theologians on the impact of religious values and institutions, on the origin and development of American capitalism and its relevance to contemporary business ethics. Cross-listed with PHL 650 and MLS 442. Offered variably.

This is a unique opportunity in which knowledge gained in the classroom can be applied to an actual business environment. The intern will be immersed in a stimulating environment with a pool of established resources in industry or government.

Content and format of this course is variable. An in-depth study of current issues. Subject matter will be indicated in class schedule.

This introductory-level course surveys the arts of select cultures from west and central Africa. The course will focus on the arts of royalty as a means by which to introduce basic concepts and larger issues within the field. The arts of groups who borrow from royal iconography, such as diviners, religious cults, societies of elders, and others, will also be investigated. Themes pertinent throughout the course include issues of gender, colonialism, cultural interaction, and historical change in both visual art and the nature of kingship. Cross-listed with ABD 246. Formerly ART 246.

An introduction to major developments of art and architecture across Asia including South Asia, Southeast Asia, the Himalayas, and East Asia. This course examines not only painting, sculpture, and architecture, but also gardens, ceramics, and prints. Special emphasis will be placed on religious arts of Buddhism and Hinduism, along with landscape and figural painting of China and Japan. Formerly ART 242.
HAA 130
PRINCIPLES OF EUROPEAN ART (FORMERLY ART 102)
Undergraduate
An introduction to the art historical methods and their application to a broadly chronological and select survey of the European world from pre-history to the 20th century. Field trips to Chicago art institutions extend the visual traditions and critical methods taught in class lectures and discussions. Formerly ART 102.

HAA 145
PRINCIPLES OF THE ARTS OF THE AMERICAS
Undergraduate
What is distinctive about art created over time on the American continents? This class begins to answer the question by examining some of the principal developments in art history from the ancient indigenous cultures (particularly those of Meso- and South America), through the period of European colonialism (especially Spanish and English), to the modern art movements across the sovereign nations, including the United States and Canada. Since time permits only a sampling of artistic forms across time, lectures are often issue-oriented, with a focus on selected problems facing scholars. Periodic discussions allow students to weigh in on topics and offer their own critiques. This class argues that the distinctiveness of American visual forms springs from the heterogeneous cultural traditions that simultaneously divide and unify its inhabitants.

HAA 201
ANCIENT AFRICAN ART: PREHISTORIC TO THE EUROPEAN ENCOUNTER
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the earliest attempts by humanity to visually represent complex thought until the Portuguese began trading along the coast of West Africa in the mid-fifteenth century. Emphasis is placed on demonstrating connectedness with a larger cultural environment, while also suggesting connections to future artistic traditions.

HAA 202
MODERN AFRICAN ART: EUROPEAN ENCOUNTER TO INDEPENDENCE
Undergraduate
This course surveys a selection of artistic traditions from across the African continent beginning with the arrival of the Portuguese along the coast of West Africa in the mid-fifteenth century until the age of African independence in the 1960s. While the impact of a European presence helps define the boundaries of this course, artistic response to that presence is but one theme. Interactions between African cultures and the impact of Islam are equally important considerations.

HAA 203
CONTEMPORARY AFRICAN ART: INDEPENDENCE TO THE PRESENT
Undergraduate
This course surveys African art from the age of African independence in the 1960s until the present day. The meaning of the term contemporary as it applies to African art is questioned in this course. The position of the artist between African artistic tradition and the global art market is also of vital importance.

HAA 215
CHINESE ART (FORMERLY ART 342)
Undergraduate
This is a chronological survey of premodern Chinese art from antiquity to the nineteenth century. Special attention is given to sculpture and painting, but architecture and ceramics are also covered. There is an emphasis on prehistoric bronze vessels, Buddhist sculpture, and landscape painting of the Song through Qing periods. Formerly ART 342.

HAA 216
JAPANESE ART (FORMERLY ART 343)
Undergraduate
This is a chronological survey of premodern Japanese art, from the prehistoric era to the Meiji period (1868-1911). Topics covered include painting, sculpture, and architecture, as well as decorative arts, prints, and garden design. Special attention is given to Buddhist and Shinto religious arts, along with screen painting and woodblock prints. Formerly ART 343.
HAA 217
ARTS OF INDIA AND THE HIMALAYAS
Undergraduate
This is a chronological survey of premodern arts of the subcontinent of South Asia and the Himalayas. We start with the Indus Valley Civilization and move through the nineteenth century, including Mughal arts. Special attention is given to the emergence of figural imagery in Buddhist and Hindu sculptural arts, and the development of religious architectural forms from early stupas and cave temples to later shrines.

HAA 218
ARTS OF THE SILK ROAD
Undergraduate
This course will examine the visual history of the Silk Road, focusing on works of art and architecture created in Central Asia. We not only consider the prehistoric, ancient and medieval arts of this region, but we also investigate the modern development of a romanticized notion of the Silk Road and the imperial interest in acquiring treasures from the Silk Road. Today we frequently hear about the legacy of the Silk Road in promoting multicultural exchange. However, the Silk Road has long been affected by the expansionist agendas of empires. From the time of Alexander the Great (356-323 B.C.E.) through the period of Genghis Khan (1162-1227) and on, there have been military leaders who have led their armies into Silk Road lands seeking territory, riches, and glory.

HAA 220
BUDDHIST ART (FORMERLY ART 250)
Undergraduate
This course explores the traditional visual culture of the Buddhist world, examining art as a reflection of religious belief and practice. The regions covered are South Asia, Southeast Asia, and East Asia. An emphasis is placed on painting, sculpture, and architecture made for or related to Buddhist practice. Formerly ART 250.

HAA 222
ISLAMIC ART (CROSS-LISTED WITH IWS 251, FORMERLY ART 251)
Undergraduate
This course examines the visual culture of the Islamic world, selectively surveying some of the major artistic developments in regions of the world with a significant Muslim population. It will consider art and architecture as interplay between local culture and Islamic tradition. Topics covered will include the origins of Islamic visual culture in the Arabian Peninsula and the spread of Islamic art and religion across the Middle East. Local expressions of Islamic art may be explored in areas as diverse as North Africa, sub-Saharan Africa, Spain, Sicily, Iraq, Iran, India, and Central Asia. Special attention is paid to architecture, painting, and decorative arts. Cross-listed with IWS 251. Formerly ART 251.

HAA 230
ANCIENT MEDITERRANEAN ART
Undergraduate
This course will explore the art of the ancient period (circa 30,000 B.C.E. - 330 C.E.) from a broad range of cultures and styles: from the Paleolithic cave paintings to the Roman Colosseum, from the pyramids of Egypt to the Parthenon in Greece. We will consider how art, religion, urbanism and writing profoundly affected the development of the ancient Mediterranean and Mesopotamian world. We will analyze major stylistic trends and explore the relationship between art, culture, and religion. We will also discuss the role of art in the hands of political leaders and the profound interconnectedness of ancient civilizations. Frequent discussions will analyze controversies in the study of ancient art and scrutinize topics such as gender, power, aesthetics and authenticity. Formerly ART 233.

HAA 231
EARLY MEDIEVAL ART (CROSS-LISTED W/ CTH 253, FORMERLY ART 240)
Undergraduate
This course explores the art of the Medieval period from a broad range of cultures: Early Christian, Byzantine, Islamic, Carolingian, and Ottonian. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed with CTH 253. Formerly ART 240.

HAA 232
LATE MEDIEVAL ART (CROSS-LISTED W/ CTH 254, FORMERLY ART 244)
Undergraduate
This course will explore the art of the late Medieval period from a broad range of cultures and styles: Byzantine, Romanesque, Gothic, and Islamic. We will discuss major stylistic trends and explore the relationship between art, culture, and religion. Works of art will be evaluated in terms of their social functions in the societies that produced them and our analysis will incorporate the perspectives of both the producers (patrons, artists) and consumers of art. Cross-listed with CTH 254. Formerly ART 244.
HAA 234  
**BYZANTINE ART**  
*Undergraduate*

This course will explore the art of the Byzantine Empire from the founding of Constantinople in A.D. 330 to the fall of the city to the Ottomans in 1453. Lectures and readings will primarily focus on how contemporaries understood and interacted with a diverse group of monuments and objects now classified as Byzantine art. Significant attention will be devoted to how works of art functioned in the service of imperial and ecclesiastical ideology. Discussions will analyze how Byzantine art was appreciated and appropriated in both the medieval Mediterranean and in modern scholarship.

HAA 235  
**RUSSIA: MEDIEVALMoments, Imperial Days & White Nights in Novgorod & St. Petersburg**  
*Undergraduate*

This study abroad program in Russia allows students the opportunity to explore Novgorod, the medieval trading emporium and center of Orthodox spirituality and the Russian imperial gem of St. Petersburg, while studying medieval art and the history of Imperial Russia. Both cities have been designated UNESCO World Heritage Sites and showcase the best of medieval and modern Russia by providing one of the world’s richest ensembles of urban planning, art, architecture, and historical treasures. (Foreign Study: can also be taken as HAA 397: Special Topics in Art History-Formerly ART 397)

HAA 236  
**NORTHERN RENAISSANCE ART (CROSS-LISTED W/ CTH 258, FORMERLY ART 232)**  
*Undergraduate*

This course features the most significant works of art, their artists & patrons, the social & economic aspects of artistic production, and the dominant cultural issues that flowed brilliantly in Northern Europe - above all, in France, the Netherlands, Bohemia, and German-speaking lands - between 1300 and 1600, that is, during the volatile period of the Renaissance & outbreak of the Protestant Reformation. And although Flemish oil painting offers the most evident legacy of the Northern Renaissance to the casual museum visitor, this course also introduces the most important outputs in printmaking; sculpture; and the industrial arts, as in tapestry weaving and the fabrication of luxury articles in metalwork. Cross-listed as CTH 258. Formerly ART 232.

HAA 237  
**ITALIAN RENAISSANCE ART (CROSS-LISTED W/ CTH 256, FORMERLY ART 241)**  
*Undergraduate*

This course concentrates on the architecture & pictorial arts that flourished on the Italian peninsula between ca. 1300 and 1600, although selected forays are undertaken into comparative European and Asian cultures. Its content focuses on the most significant works of art & architecture, including the technical arts; the key personalities, above all, the artists & their patrons; and a broad range of cultural & political issues that affected artistic thinking and production. Cross-listed with CTH 256. Formerly ART 241.

HAA 238  
**BAROQUE ART**  
*Undergraduate*

Starting in 1600, from the vantage point of the Counter-Reformation and the rise of modern European states, Baroque Art covers the principal works of art & architecture; artists and patrons; and a wide sweep of social, religious, and political, conditions that impacted cultural thinking and production in the 17th century. Attention is focused on the most prominent artistic centers in Italy, the Spanish Netherlands, England, Spain, the Dutch Republic, and France. The in-class lectures with discussion are accompanied by field work to the Baroque collections of the Art Institute of Chicago. Cross-listed with CTH 257. Formerly ART 237.

HAA 239  
**19TH CENTURY EUROPEAN ART**  
*Undergraduate*

Introductory survey of major moments and movements in 19th-century European art, with some attention to U.S. developments, as warranted. The course analyzes major painters and sculptors of the early modern period and their influence in shaping cultural events, such as, for example, the Industrial Revolution. Formerly ART 238.
HAA 240  
**ART FROM 1900-1945 (FORMERLY ART 239)**  
**Undergraduate**  
This course will examine the major artists, movements, and issues at play in the visual arts of Europe from 1900 to the outbreak of World War II. Lectures and class discussions will address how modern art, often oppositional and contradictory in nature, responds to, reflects, or builds on the effects of modernization (i.e. urbanization, industrialization, and global capitalism). Modern art objects will be read for both stylistic innovation and for connections to, and commentaries on, specific historical developments. Significant themes to be addressed include the character and history of the avant-garde, the relationship between high art and mass culture, the changing identities and aims of the modern artist, and the institutional basis of art production. Formerly ART 239.

HAA 242  
**ART FROM 1945 - 1975**  
**Undergraduate**  
This course will consider art and culture of Western Europe and the United States from World War through the Vietnam War. Beginning with the period of high modernism, major art historical movements and highly distinct aesthetic practices will be examined in order to foreground the complex relations that exist between art making and specific socio-historical contexts. Topics to be addressed include the development of the arts after World War II, the role of art in a consumerist and spectacle-driven society, the dematerialization of the art object, and the shift from late modernist to postmodern sensibilities. Students will be introduced to a range of theoretical models which foreground structural and formal investigations, as well as issues of social and historical analysis. Formerly ART 322/HAA 364.

HAA 245  
**ART OF THE ANCIENT AMERICAS (CROSS-LISTED W/ LST 247, FORMERLY ART 247)**  
**Undergraduate**  
This class surveys the art of the ancient Americas (circa 1000 BCE-1520 AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America, and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Since most of these cultures did not use the written word, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Cross-listed with LST 247.

HAA 246  
**ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED WITH CTH 250 & LST 248, FORMERLY ART 248)**  
**Undergraduate**  
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the ‘New World’ landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context. Cross-listed with CTH 250 and LST 248. Formerly ART 248.

HAA 247  
**MODERN LATIN AMERICAN ART (CROSS-LISTED W/ LST 249, FORMERLY ART 249)**  
**Undergraduate**  
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with LST 249. Formerly ART 249.

HAA 260  
**AMERICAN ART (FORMERLY ART 335)**  
**Undergraduate**  
This course examines American art (the British colonies and United States) from the colonial period to the mid-twentieth century. Works of art are examined both in relation to American social and cultural history and also as aesthetic objects. The overarching themes of the class include the “American-ness” of American art, the relationship between American and European art, the function and production of art, and the expanding definition of American expression through multicultural diversity. Formerly ART 335.
HAA 263
HISTORY OF DESIGN (FORMERLY ART 373)
Undergraduate
A survey of the history of modern design (1500-present) as expressed in graphic, industrial, and the decorative arts. The aim of this class is to understand why designed objects look the way they do considering their history, function, style, use, and materials. Of special interest will be design's relationship to culture, to art history, and to media. Students will learn to identify historic styles and the work of important designers and illustrators and to a certain extent, the history of material culture. Readings and the first-hand examination of objects lead toward a final research project. Formerly ART 373.

HAA 265
HISTORY OF PHOTOGRAPHY (FORMERLY ART 376)
Undergraduate
A survey of the major works, artists, and movements of photo history from photography's invention to the present day. Emphasis is placed on the major artists, subjects, and technical applications of the medium, as well as on the modernity of photography and its unique aesthetic qualities. This course will also consider the myriad purposes and social contexts for photography. The course examines a large range of techniques from the camera obscura to recent developments in printing. Actual photographs are studied in class, on campus, and in field trips to regional collections. The course involves major readings that ask students to consider the role of photography in relations to race, gender, and politics. Many of the photographs under consideration are American. Formerly ART 376.

HAA 277
HISTORY OF CINEMA I, 1890 - 1945 (CROSS-LISTED WITH MCS 207 & DC 207)
Undergraduate
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narratives films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions. Cross-listed with MCS 207 & DC 207.

HAA 278
HISTORY OF CINEMA II, 1945 - 1975 (CROSS-LISTED WITH/ MCS 208 & DC 208)
Undergraduate
This course covers the continued rise and development of cinema from 1945 to 1975. The course will have a dual focus, looking simultaneously at both the American studio system and international cinemas. The lectures, screenings, and discussions place equal emphasis on charting the development of cinematic techniques as well as examining the growth of specific national cinemas. In addition, the course surveys international stylistic trends in narrative, documentary, and avant-garde film. Students will acquire a broad understanding of the institutional, social, technological, and aesthetic forces that have shaped the development of cinema during the mid-twentieth century. Lab for film viewing required. Cross-listed with MCS 208 and DC 208.

HAA 279
HISTORY OF CINEMA III, 1975 - PRESENT (CROSS-LISTED W/ MCS 209 & DC 209)
Undergraduate
This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century. Cross-listed with MCS 209 & DC 209.

HAA 280
HISTORY OF PREMODERN ARCHITECTURE (FORMERLY ART 370)
Undergraduate
Social, economic and political history of European and Mediterranean architecture, from Paleolithic times to the 1789 French Revolution. Topics include: classicism, the status and role of the architect, social struggle, patronage and architectural technologies. Formerly ART 370.
HAA 281
HISTORY OF MODERN ARCHITECTURE
Undergraduate
World architecture from the 1789 French Revolution to the present. Examines the influence of industrial, technological, political and social change in the development of modernist and post-modernist architecture. Formerly ART 371.

HAA 288
COMPARATIVE URBANISM (CROSS-LISTED W/ GEO 233, FORMERLY ART 362)
Undergraduate
An investigation of the origins and bases of non-American urban traditions, through the study of the genesis, form, functions, and social-cultural forces that shaped cities such as Paris, St. Petersburg, Istanbul, Calcutta, and Mexico City. This course is based in the Geography Department and is the equivalent of 200-level Art History course. Cross-listed with GEO 233. Formerly ART 362.

HAA 297
SPECIAL TOPICS IN HISTORY OF ART & ARCHITECTURE
Undergraduate
This class focuses study on a specific topic from the history of world art.

HAA 299
INTRODUCTION TO ART HISTORICAL RESEARCH AND WRITING
Undergraduate
The major must also take an introduction to research and writing in the field. This course will focus on one specific area of art history, as determined by the faculty member teaching. The faculty member will introduce the students to the methodological debates relevant to that research in the past and in the present. The focus of the course will be to introduce students to the theoretical language of art history and to work on the development of advanced critical thinking skills. This course prepares them for the advanced research work required at the 200- and 300-levels.

Declared major in History of Art and Architecture required.

HAA 301
AFRICAN ARCHITECTURE (FORMERLY ART 347)
Undergraduate
This course examines a wide variety of issues pertinent to the study of architecture in Africa, highlighting above all else the diversity of traditions across the continent. Weekly themes are defined at times by materials, technology, type, geographical region, culture, or specific architectural elements. Examples of subjects studied include: earthen mosques of Mali; subterranean residences in Burkina Faso; nomadic tents; impluvial and courtyard traditions of Nigeria and Senegal; mural painting in Burkina Faso, Nigeria, and South Africa; Ethiopian rock cut churches; imperialist exploitation of Great Zimbabwe's legacy; and coral architecture of the Swahili Coast. art history and related disciplines. Formerly ART 347.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 302
AFRICAN ISLAM: ISLAMIC ART & ARCHITECTURE IN SUB-SAHARAN AFRICA
Undergraduate
Focused study of the impact of Islam on the artistic traditions of sub-Saharan Africa. Rather than necessarily replacing previous art forms, this course investigates in what circumstances preexisting visual culture might be integrated with the requirements and needs of Islam. This approach necessitates an understanding that neither Islam nor African art are monolithic entities, but rather their interactions represent a wide variety of negotiations across the continent. Likewise, this course will consider specific historical circumstances to which Islamic art in sub-Saharan Africa has responded in terms of form and content.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 310
TOPICS IN ART AND ARCHAEOLOGY (FORMERLY ART 346)
Undergraduate
This course addresses issues of archaeology relevant to the study of visual culture from the ancient to the contemporary world. This course is based in the Department of Anthropology and is the equivalent of a 300-level Art History course. Formerly ART 346.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.
**HAA 311**
**LATER JAPANESE PAINTINGS AND PRINTS**
**Undergraduate**
This course examines two main pictorial forms of Japan from the seventeenth century to the early twentieth century (the Edo, Meiji, and Taisho periods). Special attention is given to large-scale painting on folding screens and sliding doors for major temples, castles, and palaces, as well as the development of ukiyo-e (pictures of the floating world) in woodblock prints. In addition, we consider the transformation of painting and prints in the late nineteenth century with the opening of Japan and the introduction of Western influences. Art history and related disciplines.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

**HAA 331**
**ART OF THE CRUSADES: CRUSADES AS MEDITERRANEAN EXCHANGE**
**Undergraduate**
This course will consider the Crusades from multiple perspectives (Byzantine, Latin, Muslim) and explore how politics, religion, and culture influenced the art of the medieval Mediterranean. The Crusades are analyzed in the broader context of pilgrimage, the search for the divine, and the desire to seize control of and purify holy sites. The course will focus on works of art created when the cultures of the Mediterranean came into both contact and conflict.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

**HAA 332**
**ROMANESQUE ART AND ARCHITECTURE**
**Undergraduate**
Scholars in the nineteenth century designated Western European monuments, especially architecture and sculpture, created between the eleventh and twelfth centuries, as "Roman-like" in character or "Romanesque," in order to acknowledge certain linkages they perceived between the characteristics of this era's architectural and visual language and that of the distant Roman past. Recent scholarship has emphasized not only large-scale works of art, architecture and sculpture, crucial in an age of Pilgrimage and Crusades, but also small-scale works, such as illuminated manuscripts, metalwork, and coins and seals, as essential for an understanding of medieval visual culture. This class considers the broad spectrum of significant works of art produced during this period from shifting points of view, aesthetic or formalist toward function, agency, presentation and reception.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

**HAA 333**
**GOTHIC ART AND ARCHITECTURE**
**Undergraduate**
This course examines the art, architecture, history and culture of the so-called Gothic era (12th-15th centuries), the age of the great European cathedrals. Reigning supreme in most of Europe in the 13th and 14th centuries, the Gothic style marks an era of unparalleled building activity and one of the most fertile and productive periods in the history of Western art. Special emphasis will be given to the aesthetic, structural, and spiritual aspects of cathedrals and other great churches and their contents, primarily in France and England, as reflections and embodiments of the sacred aspirations and devout character of the era. The artistic and architectural production (buildings, sculptures, illuminated manuscripts, paintings, sacred or liturgical objects, stained glass, etc.) of the period will be studied in its original context, with close attention paid to questions of social and political function, cultural meaning, and historical circumstance.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

**HAA 334**
**ENGLISH ART AND ARCHITECTURE (FORMERLY ART 365)**
**Undergraduate**
This course considers painting, sculpture and architecture in England from Stonehenge to the modern period. It explores national identity, the monarchy, contested notions of church and state, colonization, and the influence of other nations' art. Until a few decades ago, Britain oversaw the largest empire the world had ever known (America itself was a colony, and speaks the language of the British). The oldest continuous monarchy in the world also witnessed the birth of a parliamentary system of government. The Industrial Revolution was born there. Throughout its history, though, the arts have had a complex existence. Reformation iconoclasts destroyed churches and sacred art, and native masters such as Hogarth, Turner, and Barbara Hepworth, stand beside emigre artists such as Holbein, Rubens, Van Dyck, and Whistler. Critical reading and writing lead to a substantial final research project. Formerly ART 365.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.
HAA 335
MICHELANGELO (FORMERLY ART 308)
Undergraduate
This course examines the extraordinary life, times and creations of Michelangelo Buonarroti (1475-1564), one of the most significant figures in the history of Western art. Sculptor, painter, architect and poet, Michelangelo lived during the Italian Renaissance, an age that witnessed a flourishing artistic, scientific and humanistic culture. During a career that spanned over seven decades, Michelangelo created famous lasting masterpieces, including the Vatican Pieta, David, Moses, the Sistine Chapel ceiling, and the papal church of St. Peter's. Who is this irascible and solitary genius, this devout Catholic and fierce Republican Florentine, who cavorted and lived with popes and princes, and fashioned works that profoundly influenced Western civilization? How do his brilliant achievements define, express and illuminate the time, place and culture in which he lived? Drawing on a variety of primary and secondary sources, this course seeks to understand an eccentric artist whose dazzling aesthetic productivity left a lasting mark on the art of future generations up to the modern period. Formerly ART 308.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 340
PRINCIPAL THEMES IN 18TH-CENTURY ART (FORMERLY ART 352)
Undergraduate
This course is intended to enrich the student's understanding of a fascinating and cosmopolitan period that tends to slip through the cracks of traditional Art History - namely, the transition zone between the Late Baroque and the emergent modernism of the 19th century, which takes place just before and after the "Great Divide" of the French Revolution of 1789. Building from a platform of European traditions that flowered in the 17th century, the course material explores an impressive body of painting & printmaking, sculpture & industrial arts, and architecture & planning, that was produced from the British Isles to imperial Russia, even, by way of addressing cross-disciplinary issues, for example: the diverse stylistic developments that start with the Rococo & Neoclassicism; artistic regionalism vis-a-vis internationalism; and the larger social & political arenas for which visual culture was produced in the Ages of Enlightenment and Revolution. Formerly ART 352.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 360
DUCHAMP AND DADAISM
Undergraduate
With Picasso and Matisse, Marcel Duchamp (1887-1968) was among the most important artists of the modern era. Certainly, no other artist influenced contemporary art so significantly, and this class will examine his art, biography, and influence. Another focus will be the cultural movement known as Dadaism (1916-24), a delirious anti-art movement begun in Zurich, Switzerland, during the absurd, bloody First World War. After contextualizing Dada in relation to modern art, we will examine its manifestations in various world centers. Along the way, we will encounter the works of many of its most important figures. Besides the inherent value of looking closely at cultural moment of an important historical figure, the study of Dadaism has special relevance because of its timeless iconoclasm and spirit of creative experimentation. Close readings of primary and secondary texts, as well as trips to area museums, culminate in a significant research project.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 363
ART & THE HOLOCAUST (FORMERLY ART 356)
Undergraduate
This course explores the relationship of art and architecture to the development of National Socialist Germany and Nazi policies of genocide towards the European Jews. It deals with artists that resisted the Nazi rise to power, those that supported it, and those that were persecuted by the new state. In addition, we will look at a wide range of art, architecture and film produced from 1933-1945 which were mobilized as part of the radicalizing anti-Semitic policy. The central questions will be how does art intersect with one of the most criminal regimes in the modern period and what can we learn from an understanding of the political history of art during the period? The course will be lecture/discussion format and include a research paper. Formerly ART 356.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.
HAA 365
ART SINCE 1975
Undergraduate
This course will address visual art production of a global context from the end of the Vietnam War to the present. Taking postmodernism as its starting point, the nature of contemporary art practice will be examined as it is redefined by new technologies and media (such as video, installation, performance, and digital art), and through an investigation of critical theoretical models. Traditional media, such as painting and sculpture, will also be assessed as a crucial part of this shifting terrain. Major themes to be considered include questions of identity and subject formation, the relationship between art and its audience, changing notions of artistic value, and the impact of globalization. Throughout, students will be exposed to the issues and ideas relevant to cultural production today, while simultaneously developing the visual and conceptual tools for critically analyzing contemporary art.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 366
TOPICS ON WOMEN AND ART
Undergraduate
This class considers both the history of women artists and representations of women from cultures around the world, from prehistory to the contemporary era. In addition, it will introduce feminist methodologies that can be applied to specific case studies, such as problems of biography for women artists, depictions of sexual violence in art, performing gender in visual images, feminist activist collaborations and gendered spaces (the museum, cyberspace, architecture, etc.) Topics may vary term to term, depending on the instructor's area of expertise. Formerly ART 381.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 367
FEMINISM & VISUAL CULTURE
Undergraduate
This course addresses how gender is inscribed in visual culture, whether in “fine art” or popular representations. Students will be introduced to a broad range of feminist methodologies, such as Marxism, Post-Colonial, Queer and Transnational theories, as well as semiotics, in order to interrogate representations of gender and investigate strategies of intervention.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 370
CONTEMPORARY ARCHITECTURAL THEORY AND PRACTICE (FORMERLY ART 372)
Undergraduate
Study of contemporary debates in architecture and urban planning. The student explores economic, social and political aspects of architectural theory through a case study of a contemporary monument or city plan. Formerly ART 372.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 371
HISTORIC CATHOLIC CHURCH ARCHITECTURE OF CHICAGO (FORMERLY ART 374)
Undergraduate
This course covers a selection of the jewels among the city's architecturally significant Catholic churches and related sites of interest that date up to circa 1920. The class meets in a non-traditional time slot (in 3-hour afternoon sessions) in order to undertake the necessary field work, which is administered through the Catholic Studies Program and in partnership with CTH 201: Catholicism in Chicago. This approach encourages us to think about the sacred buildings as extensions of the city's history, while emphasizing the contributions of its various immigrant groups. By thus using architecture & architectural history as the armature of this course, the student is able to explore the fascinating interplays between art, history, religion & society, and come to terms with what culture does and signifies in one's own milieu. (Offered jointly with Catholic Studies). Formerly ART 374.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 373
KYOTO (WORLD CITIES)
Undergraduate
Explores the art, architecture, and urban plan of Kyoto, the ancient capital of Japan. Kyoto became the seat of government and the home of the imperial court in 794, and it continued to serve as the cultural and religious center of the land until the nineteenth century. This course considers major artistic developments as they relate to main sites in Kyoto, especially palaces, temples, and shrines. The eras covered extend from the Heian to the Meiji period. (Cities Minor)
HAA 375
MEXICO CITY
Undergraduate

From its origins as Tenochtitlan, the preordained capital of the Aztec Empire, through its identification as a "new Rome" dominated by the Spanish Crown in the Viceregal period, to its status as the largest metropolitan area in the Western Hemisphere (and the second largest in the world), Mexico City was born to impress the imagination. This class explores the development of the great city of Mexico in light of major historical events and cultural expressions. Discussions will focus especially on urban planning, key architecture, outdoor sculpture, and public spectacles over the centuries.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 376
ROME
Undergraduate

Few cities in the world match Rome for its antiquity, imperial heritage, historic, religious and cultural importance, spectacular art and architecture, and rich urban landscape. Traditionally believed to have been founded by Romulus and Remus, descendents of Aeneas, in 753 BCE, and subsequently ruled by Etruscan kings, Rome's public buildings, communal baths, and fortifications suggest that Rome was urbanized as early as the 6C BCE. After the expulsion of their Etruscan monarchs, Romans established the Republic, which evolved into the Roman Empire when Octavian, grand nephew of Julius Caesar, became Augustus, Rome's first emperor, princeps or first citizen. Along with subsequent emperors determined to turn Rome into a magnificent city worthy to be the capital of a great empire, Augustus used architecture and the built environment as massive symbols of power, authority, and legitimacy, a lesson in public education embraced by the Catholic Church when the imperial pagan capital became the capital of Western Christendom and the seat of the papacy. This class explores the city of Rome from its ancient origins through the 17th century and focuses on the major art and architectural developments that define this unique urban space.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 378
HEAVENLY AND EARTHLY JERUSALEM (WORLD CITIES)
Undergraduate

This class focuses on the city of Jerusalem. The uniqueness of Jerusalem stems from its status as a sacred place in Judaism, Christianity, and Islam. In this class we will explore the physical city of Jerusalem with its monuments, contested holy sites, and changing architecture. We will also analyze representations of the imagined heavenly Jerusalem, for which many believers intensely yearned. The class will focus on Jerusalem from the 2nd through the 16th centuries: from its destruction by Roman armies to its last pre-modern construction phase during the Ottoman period. We will discuss how different religious groups mapped meaning and marked holiness in the urban fabric of Jerusalem. This class will consider some of the following issues: art and architecture, politics, religion, urban planning, and patronage. (Cities Minor)

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 379
PARIS AND VICINITY TO CIRCA 1870 (WORLD CITIES) (FORMERLY ART 366)
Undergraduate

This course is designed to explore the arts & architecture, and urban planning of Paris & vicinity, from the period of the Old Regime to ca. 1870. This span more or less coincides with the art historical periods from the Renaissance to early Impressionism. The course material weaves artistic works and projects into the greater cultural, political, and social fabric of the realm --- and includes, among other outstanding personalities, the towering impact of Vincent de Paul --- in order to expose the student to a variety of cross-disciplinary perspectives. Several class sessions are scheduled at the Art Institute of Chicago. (Cities Minor) Formerly ART 366.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 380
CHICAGO ARCHITECTURE AND URBANISM (WORLD CITIES) (FORMERLY ART 339)
Undergraduate

This course investigates contemporary historiographic debates and new archival evidence surrounding research on Chicago architecture and urbanism. In addition to participating in lectures/discussions of HAA 380, students also meet separately to discuss scholarly debates as well as their individual research proposals, as appropriate for graduate level work. (Cities Minor) Formerly ART 339.

100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.
HAA 384
BERLIN: UNIFICATION/REUNIFICATION (WORLD CITIES) (FORMERLY ART 367)
Undergraduate
The influence of art and architecture on the development of Berlin from 1871 to the present. How major figures (from Bismarck to Kohl) and major events (from World Wars to the fall of the Berlin Wall) affected the city and its culture. (Cities Minor) Formerly ART 367.
100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 385
LONDON (WORLD CITIES) (FORMERLY HAA 368)
Undergraduate
Examines London as a nexus of English artistic and architectural activity and emphasizes the role of the monarchy, such art world institutions as patronage or the foundation of the Royal Academy, and the city's historic growth. (Cities Minor) Formerly ART 368.
100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 388
SPECIAL TOPICS IN GEOGRAPHY AND URBANISM (FORMERLY ART 349)
Undergraduate
This course covers a variety of topics that focus on the intersection between geography and the built and planned environment. Topics covered range from architectural problems to urban planning to the built environment in general as a social product. This course is based in the Geography Department and is the equivalent of a 300-level Art History course. Formerly ART 349.
100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 391
MUSEUM STUDIES (FORMERLY ART 382)
Undergraduate
Introduces art historians to the theory and practice of exhibition management and curatorial principles. Stresses organization, research, care and presentation of exhibitions through project-oriented study. Formerly ART 382.
100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 396
RESEARCH SEMINAR IN THE HISTORY OF ART & ARCHITECTURE (FORMERLY ART 398)
Undergraduate
Concentration on a specific area of art in order to investigate research problems and to learn advanced research skills. Formerly ART 398.
Junior or Senior standing and status as an Art, Media and Design major or Art minor are a prerequisite for this class.

HAA 397
SPECIAL TOPICS/HISTORY OF ART & ARCHITECTURE
Undergraduate
Focused study on a specific topic from the history of World art. Formerly ART 397.
100/200-level History of Art and Architecture course or instructor permission is a prerequisite for this course.

HAA 398
INDEPENDENT STUDY
Undergraduate
Independent work in the student's field of study under faculty supervision. Available only to upper-level students with demonstrated capacity for self-motivated study.
HAA 399
SENIOR CAPSTONE: ART HISTORICAL THEORY & METHODOLOGY
Undergraduate
An overview of theory and methods preparing advanced students for graduate work. The course addresses iconography, psychological theories, the image's relation to its documentation, feminist and social history and other currently debated issues.

Declared major in History of Art and Architecture and (senior status required or juniors with instructor permission).

HAA 400
CHICAGO ARCHITECTURE AND URBANISM (FORMERLY ART 400)
Graduate
Chicago Architecture And Urbanism. Formerly ART 400.

HAA 401
GRADUATE TOPICS/ HISTORY OF ART & ARCHITECTURE
Graduate
Graduate-level, intensively researched investigations into topics from the history of art and architecture taught by an instructor with a research specialty in that topic. Formerly ART 401.

Graduate standing or department consent is a prerequisite of this class.

HAA 495
ADVANCED TOPICS/ HISTORY OF ART & ARCHITECTURE (FORMERLY ART 495)
Graduate
Advanced Topics In the History of Art & Architecture. Formerly ART 495.

Graduate standing or department consent is a prerequisite for this class.

HC 101
FOUNDATIONS OF NEGOTIATIONS: REALIZING OPPORTUNITY
Undergraduate
Negotiation is the art and science of securing agreements between two or more interdependent parties. The purpose of this course is to understand the theory and processes of negotiation. The course will highlight the components of an effective negotiation and teach you to analyze your own behavior in negotiations. The course will provide you with an opportunity to examine your skills by participating in presentations, discussions, and assigned readings. Competences: FX, H-3-D. Instructor: Joe Ritchie

HC 102
HOLIDAY ECONOMICS
Undergraduate
Christmas makes the planet go round. While this might not be true on a religious level, the December holidays most certainly have an enormous impact on global economics. In this course, students and faculty will examine the demands of the US Christmas/Holiday rush and how these demands influence world wide production, consumption, and culture. International political and social issues will be discussed, and students will assess the effect of this American cultural phenomenon on the world's future global economies. Learners will also consider the nature of collaborative thinking and its influence on economic planning. Competences Offered: FX, H5, or L7. Faculty: JoAnn Gesiakowska

HC 103
MANAGING PERSONAL AND PROFESSIONAL TRANSITIONS
Undergraduate
Whether switching jobs or careers, leaving or returning to school, change brings both challenges and opportunities. Some people thrive on change while others struggle through such periods. Based on William Bridges’ classic book Transitions, this class will show how to make successful transitions in personal as well as professional settings. Competences: H1X, L7, H2C, FX (May be taken for two comps). Faculty: Miriam Ben-Yoseph
HC 104  
UNDERSTANDING AND MANAGING EMPLOYEE RIGHTS  
Undergraduate  
Management has become increasingly complex as the employment relationship has evolved over the past several decades. With the proliferation of alternative work arrangements such as flextime and telecommuting combined with increased employee diversity, understanding the regulatory underpinnings of the employment relationship has become essential in managing employee rights in the workplace. This class will explore the cultural, historic, legislative, and judicial development of employee rights in the workplace, closely examine several of the core laws, discuss the consequences of noncompliance, and identify key compliance strategies that are essential to managers as well as to human resources professionals. Competences: H4, H1X, H2X, FX. Faculty: Bob Breving & Gary Miller

HC 105  
ALL ABOUT ME: UNDERSTANDING ONESELF THROUGH JOURNALING  
Undergraduate  
It is said that keeping a journal can be good for your health. James W. Pennebaker, chair of the department of Psychology at the University of Texas, has discovered the link between expressive writing and health benefits. He states that "Research suggests that when people journal, improvements in physical and psychological health can be a result." The goal of this class is to teach students the elements of journal writing, allow them to acknowledge and react to personal experiences and enable them to think clearly about these experiences. Students will be engaged in individual as well as group activities to accomplish this goal. Journaling on a continued basis might help students reduce stress and improve social relationships as they write and analyze certain experiences in their lives. Competences: H3C, FX, A1X. Faculty: Tranita Jackson

HC 106  
LEADERSHIP AND MANAGEMENT IN A GLOBAL ENVIRONMENT  
Undergraduate  
Global systems, structures, and movements impact every aspect of life in Africa and in the Church. Effective leaders and managers are able to take a global perspective on their local work. This course will build the students' competencies in analyzing various aspects of globalization (e.g., economic and cultural globalization) and their impact on Africa. They will also examine how globalization will affect their future ministries. Each student will design and complete an independent learning project for their Focus Area in which they will create strategies to address some aspect of the impact of globalization on their future ministry. Through this course, therefore, students will develop and demonstrate their competence to analyze issues and problems from a global perspective and to create strategies to address the impact of globalization on ministry. (2 competencies) Competences: H5, FX

HC 107  
MANAGING EMOTIONS IN DIFFICULT TIMES  
Undergraduate  
Though we look forward to holidays and special occasions, they often present challenges in managing our emotions. The occasions for stress and disappointment, as well as peace and joy, abound, requiring us to practice self-awareness, self-management, and relationship management at home and at work. This course will introduce a framework of emotional intelligence and provide opportunities for participants to assess their emotional intelligence and improve it through reading, discussion, role-play, and film analysis. Competences: FX, H3X, H2X, A3X. Faculty: Donna Younger

HC 108  
BREATHING WITH TWO LUNGS: AN INTRODUCTION TO THE EASTERN CATHOLIC CHURCHES  
Undergraduate  
In 1995 and 2001, John Paul II, stated that the Catholic Church needs to breathe with both lungs; East and West. What he meant by this was that it's time for those who belong to the Western/Roman Catholic church to become familiar with their Eastern Catholic brethren, so that by acknowledging and accepting them, the universal Catholic Church can be whole. In this course, students will learn about the three of the largest of fifteen, Eastern Catholic churches, of both the Byzantine and non-Byzantine Catholic traditions; Ukrainian Catholic (European Byzantine), Melkite Catholic (Middle Eastern Byzantine) and Syro Malabar Catholic (non-Byzantine from India). Through videos, readings and class discussions, as well as three field trips (one to each of the above churches), students will learn about how the Christian church, which split in 1054, came to be reunited in the 16th and 17th centuries. By exploring and recognizing the similarities and differences of one catholic faith, students will conversely learn about the history, traditions and immigration of diverse communities. Can only be taken for one competence. A3E.H1B,H2E,H3I. Faculty: Christine Hayda
**HC 109**
**BEAUTY, ATTRACTION AND THEIR IMPACT ON CULTURE AND BUSINESS**
**Undergraduate**
Beautiful people are believed to gain multiple advantages in life, from better grades in school, favored treatment from employers and preferential judgment from police officers and juries. Evidence of beauty being revered and deified can be found as far back as biblical entries to modern day celebrities. But the importance that beauty plays to the survival and the success of the human race has evolutionary significance to much further back. Our brains are pre-wired to appreciate beauty and in the over 35 million years humans have inhabited the earth it is only in the last 10,000 years or less than 1% of our civilized time that we have learned to adorn, fear and dissect its power. What is it about human existence that makes beauty so important? Why do we care about it so much? And how has it impacted our culture? This course will go into depth about human nature, subconscious evaluations of what we all are attracted to and why self confidence gained is more impacting and influential than the physical. Methods of accentuating our most endearing assets from ancient Greek, Roman and Egyptian times including Cleopatra and Nefertiti to modern day celebrities and plastic surgery will be reviewed. Additionally, examples of how the science of beauty can be translated, sold and used in modern business marketing strategies in an ethical and effective manner will be discussed. Specific tools, tactics and formulas for appealing to our beauty senses will be explored. Students enrolling in this course can expect to be shocked at times, entertained but complete the course with a better understanding of science of beauty, human nature and its role in business. Competences: H2X, FX. Faculty: Steven Dayan.

**HC 110**
**CULTURALLY COMPETENT PARENTING EDUCATION AND SUPPORT**
**Undergraduate**
Students will explore all that is involved in being culturally sensitive in their relationships with parents of diverse backgrounds. This includes a consideration of the different belief systems, values and goals parents and professionals working with them in different cultural contexts bring to parenting and/or parenting education and family support. Students will have an opportunity not only to inquire and reflect on what cultural competence involves (including e.g. gender, race, ethnicity, class, religion, immigrant status, etc.) but will also reflect on their own cultural standpoint (2 credit hours-offered for 1 competence). Competencies: H1E, H3B or A3A. Faculty: Dana McDermott.

**HC 112**
**MAKING SALES AND SELLING SIMPL E**
**Undergraduate**
It’s obvious; making the sale requires advanced skills and abilities! What’s not obvious is how to acquire those skills and to apply them successfully in business! This course takes a look at building on your business knowledge by looking at the ?why? and how? of professional selling ? specifically looking at prospecting, qualifying, presenting, handling objections, AFTBing, closing, and follow-up. The goal of the course is multifold; to appreciate the professional selling literature, to link theory with practice through the selling process, and to allow application to both personal and professional settings. This course accomplishes these goals through both in-class and out-of-class work that combines fun exercises supplemented by lecture, discussion, role-play, and even an assignment that requires the student to shop! Competences: H2G, H3G, FX.

**HC 113**
**MIDWINTER RITUALS**
**Undergraduate**
This course uses methods of comparative religion and cultural anthropology to explore the specific manifestation of religious, ethnic and family traditions during the winter season of the northern hemisphere. The similarities between the winter celebrations of Christmas, Hanukkah, Hogmanay, Diwali, Soyal, Las Posadas, Zagmuk, Loi Krathong, Santa Lucia’s Day, Saturnalia, Yule and (more recently) Kwanzaa have been noted by scholars and laypersons alike. In some way, all these ritually based festivals relate to the common astronomical fact of the winter solstice - the shortest day and longest night of the year and the slow “return of the light” to the world. Can only be taken for one competence. Competencies:H1E, H2X, A3X. Faculty: Rebecca Armstrong.

**HC 119**
**DIVORCE AND ITS LEGAL IMPLICATIONS**
**Undergraduate**
As divorce rates in the U.S. continue to rise yearly, an increasing number of individuals are affected by divorce in some aspect of their lives. This course will give students a general overview of family law. In our discussions, we will explore issues such as domestic violence, child custody, and the “best interest of the child” standard in determining their effect on the divorce process. We will also discuss the financial and emotional implications surrounding the dissolution of a marriage and the role that these factors play in the divorce process. We will then explore the idea of divorce reform and whether this might be a solution to the increasing rate of divorces in the U.S. More specifically, students will be asked to analyze several of the proposed reforms in light of their new understanding of family law and determine if they believe that reform is the appropriate answer to this complex issue. Competencies: H-4, H-1-D, H-2-B, A-3-G. Faculty: Maria M. Mora.
THE US ROLE IN A CHANGING WORLD
Undergraduate

The Post-Cold War international structure, shifting economic alliances and power, and the emergence of nationalistic movements throughout the world are among the issues confronting the United States at the beginning of the 21st Century. This course will examine America's strategic role in this changing world environment and the attitudes that underlie American foreign policy decisions and will help students reflect on the global changes, assess national priorities, and decide for themselves the role the United States should play in the world today. Competences: H1X, H2E, H5, FX. Faculty: Kevin Kirberg

MANAGING PERSONAL CHANGE
Undergraduate

The primary purpose of this seminar is to provide participants with a forum through which a greater awareness regarding the multiple dimensions of change may be developed. Specific emphasis will be place on dynamics of personal change and methods of analyzing factors that impact personal change. Students will learn about the distinctions between personal change, transitions and transformations. Ongoing self-assessment regarding change and opportunities for students to engage in self-reflection will be a key component of this course. Competencies - A3X,H3C, FX. Linzy Water

WOMEN AND SEXUALITY IN ISLAM
Undergraduate

This course emphasizes the issues of women and sexuality in the Islamic cultures and demonstrates the diversity of women's lives in Muslim societies. In the course we will confront the following questions: Are the intense conflicts on women's sexual rights in the Islamic countries based on Islamic laws or the combination of political, economical and social inequalities? What is the Islamic view of love, eroticism and sexuality? Are women the instrument of power as the hunters and men the passive victims, or "women are created of and for the men"? Competencies: A1X, A3X, A5, H1X. Faculty: Ezzat Goushegir

THE EMOTIONALY INTELLIGENT LEADER
Undergraduate

Because of the roles they play in influencing the lives of individuals and organizations, leaders bear a greater obligation to manage themselves and their relationships with insight and sensitivity. This course will examine the attributes of effective leaders in various settings and how they have drawn on skills of emotional intelligence to support their success. In addition, participants will identify their leadership qualities and strategies for developing them at work and beyond. Course readings and activities are drawn primarily from texts by Richard Boyatzis and colleagues that illuminate the relationship between emotional intelligence and leadership. The course is designed to address (1) the theory and practice of leadership and (2) the attributes and aspirations of course participants in their roles as leaders. Beyond the close examination of the Boyatzis leadership model, other primary models of leadership will be reviewed. Course activities will include discussion, presentations by participant leaders, film excerpts, and exercises. Competences: A3X, H2X, H3X, FX. Faculty: Donna Younger

PARENTS AND TEACHERS TOGETHER: CREATING THE SCHOOLS OUR CHILDREN DESERVE
Undergraduate

This course provides an opportunity for students to reflect on and answer some of the following questions: Why do parents and teachers both feel frustrated and powerless to meet the needs of today's students? In this class we will consider the power inequities inherent in schools today. With fewer and fewer people who vote having school age children, parents and teachers feel they have little voice in how national and local resources are allocated to education. We will focus not only on present problems in schools, but on reviewing innovative initiatives and models around the country that give a louder voice to teachers and parents on behalf of children. While many people blame children's problems on parents and/or teachers few look at the system/society in which they function: teachers telling parents how to be involved in school without considering their backgrounds, culture, etc. and school administrators telling teachers what to do and the government telling administrators what to do. This course will give students an opportunity to think about current school problems within a power framework and then design constructive ways to empower parents and teachers to be more effective in creating "schools our children deserve." Competencies: H4, H3G, H2A, FX. Faculty: Dana McDermott
HC 131
THE CHURCH AND SOCIAL JUSTICE
Undergraduate
Recognizing the impact of religious teaching and religious organizations in the development of individual and social moral values, this course seeks to look at the role of religious organizations, primarily Christian, and how they influence or shape individual and community social values. The course will also look at the interplay of culture and religion and how different cultural and social positions shape religious faith and social action. This includes a discussion of the impact of race, gender, class, and sexual orientation and how they are shaped and defined by one's religious beliefs. The course will look at the role of the leadership development in the church via its activities, role models, and teachings on personal and communal responsibility. It will also look historically at the points of conflict where religious institutions have mobilized to take opposing position on political and social issues such as in Civil Rights or Housing issues. The course will also look at the role of the church in the local community as a resource and as a catalyst for social services, social justice, political advocacy, and community economic development. The class will provide an exploration of various Christian denominations and how their view of their roles and work in the city and in the communities has changed over time. Students will also examine current day communities and churches and compare their historical roles with what they are doing today. They will discuss what churches are doing at the congregational level and ways that institutions are partnering with other religious, interfaith, government, or nonprofit agencies to address community social and economic needs. Competencies: A3X, H4, H2X, H1X Faculty: Cynthia Milsap

HC 132
THE MIDDLE EAST: MAYHEM OR MISUNDERSTOOD?
Undergraduate
Is there any American who does not want to know more about the Middle East? This class will provide a geopolitical overview of the seeds which sprouted into the current situation in the Middle East. Learners will study religion, government, and Muslim culture. Along with a concentration on the history and cultural traditions of the area, students will examine how the need for oil has shaped United States foreign policy toward the region. In this course, students will consider facts and issues related to this fascinating locale from a variety of perspectives. Competencies: L7, FX, H5, H2X. Faculty: Joann Gesiakowska

HC 133
CIVIL WAR AND CIVIL RIGHTS: A COMPLEX LEGACY
Undergraduate
Both in obvious and subtle ways, the Civil War has shaped the America that we live in today. Our images of "north" and "south," our race relationships, and our sense of a national identity have their roots in the Civil War and its aftermath. This course is designed to explore the historical and social dimensions of the War through readings, discussion, videos, and conversations with guest speakers. We will delve beneath the conventional beliefs and superficial information about the War to appreciate its complexity and its presence in our lives. Among the key issues we will address are (1) the ongoing debate regarding states' rights (2) the impact of southern regionalism on American culture (3) contemporary civil rights and their links to the past. Competencies: H1E, H1F, H2A, H4. Faculty: Donna Younger.

HC 134
GLOBAL EDUCATION AND WORK
Undergraduate
Globalization has become a constant topic in the news. We can no longer content ourselves with our town, state, region, or even with our own nation. We need to think big. International politics and economies are merging. How will we compare to other nations in terms of educational preparation and workplace skill? In this course, students will examine ideas regarding the nature, philosophy, history, and purposes of education, and of education for work in the United States. Furthermore, students will compare our thoughts on these issues to those of other nations, our partners for the future. Students will consider the ethical implications of educational programs and philosophies, and will discuss the ramifications of the developing close relationship between education and the workplace. Competencies: A4, H5, FX, H1X, H2X. Faculty: Jean Richine

HC 135
TOOLS FOR TOMORROW'S LEADERS
Undergraduate
Effective leadership in the 21st century requires knowledge of a variety of concepts and practices. Theories and principles from past and present leaders influence how leaders of tomorrow will succeed. Business, political, and religious settings require solid leaders with great awareness of knowledge and practices that have created proven results. These settings require perspectives that will contribute to the success of the organization. Aspiring leaders draw inspiration from lessons learned in the past; these leaders then need to translate those lessons into solid contemporary practices for their organization. This course provides a critical analysis of historic writers and thinkers. Examining leadership situations from these early writings, students will compare and contrast contemporary leadership approaches. Through discussion, reflection, and exercises students will uncover relationships and insights to their current leadership practices and situations. A variety of knowledge and ideas focused on acting ethically, thinking independently, listening closely, taking responsibility, and finding balance are among the tools that students will develop in this course. Close reading of Plato, Sophocles, Aristotle and Aeschylus will allow students to bring the works of these early thinkers to their current leadership situations. Competencies: A1X, H1X, H3X, FX. Faculty: Lori Neblung
HC 136
UNDERSTANDING TERRORISM AND SOCIAL VIOLENCE
Undergraduate
The tragic events of September 11th 2001 have caused many people to seek answers and understanding as to why this type of violence occurs. This intense course will examine the psychological, philosophical and ecological roots of hatred and social violence. We will explore the possible negative impacts of exposure to violence on children, adolescents and adults. Course content will center around such questions as: "What are the cognitive roots of prejudice and social violence?" and, "Is violence really human nature?" BA-1999 Competencies: A3A, A3X, A4, A5, H5, S2C. Pre-1999 Competencies: ALF, HC4, PW5, WW, HC, AL, PW capstones. Faculty: A. Matamonasa

HC 137
A LIVING MOVEMENT: TOWARD A WORLD OF PEACE, SOLIDARITY AND JUSTICE
Undergraduate
How can we make sense of the enormous changes taking place in our world? From the Egyptian victory to overthrow a dictator to the struggle of Wisconsin union members, non-violent actions are spurring more peace, solidarity and justice. How do we take part in building a movement of peace, solidarity and justice? Join the Living Movement course and travel to Memphis, TN for a joint conference of the Peace and Justice Studies Association and the Gandhi-King Conference. Over 1,000 people will attend to share stories from the front lines of the struggles for peace and justice and listen to evidence from scholars on the victories of non-violent action. Meet national leaders and network with activists from all over the country. Space limited so register early. Besides DePaul registration, additional expenses include: hotel for 2 nights, food, travel, conference registration. See peacejusticestudies.org or gandhi/king.org for more information. This is a one competence course: A3X, H1X, or H4. Faculty: Maureen Dolan, mdolan1@depaul.edu

HC 138
THE JUVENILE COURT SYSTEM: IS THERE A FUTURE FOR OUR CHILDREN?
Undergraduate
Recently the juvenile court system celebrated its 100th anniversary. This affords us an opportunity to examine the strengths and weaknesses of this special court and to identify the opportunities for improvements and needed changes. The court's legal decisions about children's lives are extremely important because of their profound life-long consequences for individual children and because of the impact these decisions have on society in general. This course will study the juvenile court system since its inception in 1899. We will see how crime has changed, not so much in numbers, but in the degree of violence due to guns, drugs and gangs. We will also study how the change in family structure has affected crime. We will study one method of change in our efforts to effectively address how certain changes in the present system could lead to a more effective and just system. We will employ small learning teams to explore the material presented in class. Competencies: H1D, H2X, H4, L7. Faculty: Barbara Donnelly

HC 139
UNDERSTANDING WAR: CAUSES AND CONSEQUENCES
Undergraduate
The First World War (the "Great War") produced profound effects on world culture and continues to influence our ideas and actions with respect to military matters. The swift advance of technology during this time provided the world with a new and constantly-shifting array of weaponry, including the first biological weapons, use of aircraft and bombing, and systematic genocide. All of these weapons are still present in the contemporary arena of warfare and we can understand them only by knowing their origins. In this course, we will examine this horrific shaping effect of war by studying its literature, scholarship and documents, as well as selected films and field trip(s). Since aviation and the use of air tactics played a crucial role near the end of the Great War, we will particularly emphasize this phenomenon. Competencies: H5, S1E, S3A. Faculty: Daniel Christine.

HC 140
PUERTO RICO AND CUBA: DIVERGENT POLITICAL TRAJECTORIES
Undergraduate
Despite their geographic proximity, Puerto Rico and Cuba have taken different political paths. In this course, we will examine the economic and political history of these two countries starting from when the United States took possession of these two Islands in 1898 to the present. We will address questions such as: What led to U.S. involvement; why did Cuba gain "nominal independence" after 1898 while Puerto Rico remained under tighter U.S. control; What led to the Cuban revolution; What is the current state of Communist Cuba? The history of these two countries will also provide an avenue for exploring the impact of the Cold War on the Caribbean. We will conclude by examining the migration and immigration of Puerto Ricans and Cubans to the United States. Lectures, class discussions, videos as well as presentations by guest speakers will be the primary means of exploring these issues. Students will develop a structured learning journal and complete a small project that explores one of the course themes. BA-1999 Competencies: H1C, H1F, H2F, H4. Pre-1999 Competencies: HC2, HC3, HCG, HQC.
HC 141
COACHING FOR PERSONAL DEVELOPMENT AND PROFESSIONAL EFFECTIVENESS
Undergraduate
Effective coaching has long been recognized as a key element of success in the world of sports. More recently, a new breed of coaches has emerged to help people transform their personal and professional lives. In this course, we will explore the theories, concepts, and techniques of personal life and business coaching. Students will learn about the history of coaching, its uses in personal and professional development and practical applications. Working individually, in pairs, and in small groups, students will practice coaching skills and keep a detailed learning journal. This course will be highly experiential and collaborative in nature. Students will learn concepts of coaching for personal development and professional effectiveness. Competencies: H3X, FX, L7 Students may register for only one competency in this five week course. Faculty: Peggy St. John

HC 142
EXPLORING EDUCATION
Undergraduate
This course will focus on educational opportunities for students considering a career change or exploring career opportunities in the fields of Policy, Administration and Teaching at the Elementary, High School or Junior College level. We will discuss the history of American education, its aims, purposes, contemporary issues and opportunities, as well as requirements for teacher certification, and alternative certification processes. Students will learn how to use the SNL program to meet Illinois General Education requirements leading to Teacher Certification. Class requirements include discussion, selected readings, a short writing assignment and a guest speaker. Student outcomes will include a thorough knowledge of the processes involved in Teacher Certification, examination of their short term and life-long learning goals and an understanding of innovations in education today. This course is designed for students to explore and understand education today and how this knowledge leads to personal goals, improved understanding of education as an institution and how this knowledge can impact their choices in education for themselves and family. Competencies: H2A, H3X, FX.

HC 143
AMERICAN WARS: ILLUSIONS AND REALITIES
Undergraduate
This course will examine the myths and realities of American wars from a number of different perspectives, and will evaluate the means by which misconceptions about war enhance or threaten American values. Specific areas of study will include the benefits and risks of foreign intervention, the impact of war on aggressor and victim, the role of the media, environmental effects, and rationalizations for and against war. The emphasis for each study area will be the contrast between generally accepted beliefs and the consensus of reputable, diverse sources. Readings from pro- and anti-war and centrist sources will be considered. Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing, a multimedia class presentation, and an effort to publish the work on one of a number of selected websites. Competences: A3C, H1F, H5, FX. Faculty: Paul Buchheit

HC 144
DEMOCRACY IN EVERYDAY LIFE
Undergraduate
Democracy may be described as a form of government in which the general public participates in decision making. But this is a rather abstract notion. Democracy is often used as a term to identify any admired system that is not patently a dictatorship. For a more profound understanding of democracy and democratic behavior, it is necessary to identify criteria, which define democratic environments such as equality, solidarity, positive human relationships, participation and commitment to each other. Furthermore, it is required to analyze these criteria critically and apply them to every day contexts and behavior. This course will provide students with an understanding of democratic environments, the criteria to define them, and how this knowledge could be applied to everyday situations in the private sphere and the workplace. The course offers a wide range of activities like critical reading and discussion of topics, analysis of cases, simulation of democratic and non-democratic environments and problem solving of real life issues. The ideas of others serve as common course content presented in the material assigned to this course. Students are asked to participate actively and critically, using their own experience as a field of analysis and reflection. Active participation should foster the idea that the course itself could serve as a model of a democratic teaching and learning environment. In this way the course will foster democratic behavior and values. Competencies: H4, H3G, FX.

HC 146
HOW FAMILIES COMMUNICATE
Undergraduate
This course provides students with the opportunity to apply a wide range of theories about family communication to an experience common to all-family life. Through this course, students will gain an understanding of how communication functions to develop, maintain, enrich, or limit family relationships across a wide range of family structures and cultural backgrounds. Among the family relationship issues considered in this course are patterns of intimacy, power, decision-making, roles, rituals and conflict. Factors involved in forming family patterns (e.g. gender, ethnicity, family diversity and family stories) will also be covered. Competencies: A-3-F, H-3-C, H-3-X, F-X. Faculty: Robert Mills
AMERICAN CULTURE IN 2010
Undergraduate
Is there an American cultural identity that is distinct, or is the notion of "American culture" obsolete? There are more than 100 scholarly definitions of culture and most agree that culture depends on shared beliefs, values, and symbols and provides a means for people to both adapt to and manage the world within which they live. In an increasingly diverse United States, what beliefs and values do its inhabitants share? Have these attributes changed significantly in the past several years so that "American culture" is being redefined? This course will examine the ways that American Culture is perceived and shaped by its inhabitants and how changes in technology, global relationships, and immigration challenge us to clarify it for ourselves and others. Competences: A3X, H1X, S3F, H4. Faculty: Donna Younger & Wendy Yanow

COLLABORATIVE LEARNING: PRINCIPLES AND PRACTICES
Undergraduate
In this class, we will explore and develop the skills, values and knowledge that contribute to collaborative learning. Today perhaps more than any other time in human history we are aware that no one is an island. At the individual, organizational and societal levels, we are all interconnected and interdependent. We can only meet our goals and address our problems at any of those levels if we work at them with one another. Therefore, as never before, we need to learn how to learn together. Collaborative learning is the process of two or more people helping each other to deepen and expand their shared understanding of the challenges and opportunities they face. It involves stimulating new insights in one another, and helping each other make changes in our assumptions, beliefs and behaviors. We will read and discuss a book on theory and skills of helping others to learn. We will practice skills each week with each other via telephone. We will also participate in informal online discussions. Each week, a formal reflection will be submitted. See http://condor.depaul.edu/~mskelley for more information. Competencies: L7, H2C, FX. Faculty: Staff

TEAMS AND TEAMWORK
Undergraduate
It's obvious; teams outperform individuals. What's not obvious is how to make teams work. This course takes a look at the "why" and "how" of teams: specifically looking at team building, communication, leadership, behaviors, conflict management, decision-making, diversity, and problem-solving. The goal of the course is multifold; to help students understand team dynamics, to become better team members through experience, to be better able to manage teams, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of fun team exercises (each session) supplemented by lecture, discussion, video cases, and role-play. Competences: L7, H2D, FX. Faculty: Brian Hinrichs

DESIGNING, IMPLEMENTING AND PLANNING FOR CHANGE
Undergraduate
Business success is no longer about management and control. Success requires leadership that knows how to leverage information that is important to a company's sustainable future. Participants in this course will learn how to maximize a company's value to all stakeholders by tapping its intellectual capital (workforce, community, stockholders, board members, unions, customers) by engaging people in sharing their knowledge and wisdom. Students will learn how to set the stage for creation of a learning organization that successfully cycles key information. Pre-1999 Competencies: HC-5, HC-H, HC-N, HC-U. BA-1999 Competencies: L-7, H-1-I, H-2-C, H-3-G

COACHING AND LIFE SKILLS
Undergraduate
Good coaches... like good managers, parents, and friends... work to bring out the best in other people and help them develop their full potential. This course will provide a setting for students to experience and explore the role and skills of the coach in contributing to the development of other people. By looking through the lens of youth sports, participants in the course will learn that coaches communicate well; build genuine relationships; value process as well as product; and convince others that they are important and have much to contribute to their team and community. The course is highly experiential and collaborative in nature and will enable students to develop communication, teamwork and human development skills that will support their roles across a variety of settings. In addition, students will be eligible at the end of the course for coaching certification through the American Sport Effectiveness Program (ASEP). Competencies: FX, H3G, L-7, H2X.

PROJECT MANAGEMENT: TOOLS AND TECHNIQUES
Undergraduate
This course seeks the following learning goals: project definition and task organization, project risk management, project task estimation and schedules, and potential cultural issues when with working with project members from other cultures. Competences: H3D, H3B, FX. Faculty: David Lash
HC 153
VIOLENCE IN AMERICA: AN HISTORICAL AND CONTEMPORARY PERSPECTIVE
Undergraduate
This course compares violence in America from the second half of the nineteenth century to contemporary time. A variety of topics will be covered including: political violence and assassinations, labor strife, urban unrest, and organized crime. Hollywood and media images of violence affecting youth and individuals, violence as a form of social control, and implications of violence will also be covered. Class discussion will focus on the causes of violence in American society. Do groups condone violence when they perceive themselves as outsiders? Have groups resorted to violence attempting to force change in society? Is there a nineteenth century old west gunfight mentality existing in contemporary society? Does American violence compare to contemporary Western Europe? The coursework will include lecture, assigned readings, class discussion, and written assignments. Student papers will be on topics approved by the instructor. Pre-1999 Competencies: HCA, HCD, HCF, HCG. BA-1999 Competencies: H2A, H2G, H2X, H4.

HC 154
RACE AND ETHNIC RELATIONS
Undergraduate
How do we understand and heal the wounds of racism? How do we build bridges that allow diversity to flourish in the United States? What are the connections among forms of racism such as ethnic cleansing and “pacification programs”? In this course, we will explore the roots of racism, look at the changes brought about by the civil rights movement, and examine ongoing work aimed at bridging the gaps caused by racism. Students will study a variety of topics through discussion, readings, films, debate, guest panels, and field excursions. Competencies: A-3-C, H-2-A, H-4, H-5, F-X.

HC 156
BEHAVIOR, HEALTH, AND AGING
Undergraduate
This course is a broad introduction to the aging process in a society that values productivity, youth and independence and attempts to defy normal aging at all costs. It will explore the influence of medicine and technology as it relates to aging, examining the role of health care as to prolonging human life vs. allowing for a good death. It is a continuing survey of the human being through the periods of late adulthood and old age. Through exercises, projects, and group activities, students will learn to explore the personality, behavior and physical changes in aging. It examines the interrelationship between physical and psychological factors of adapting to illness and health maintenance activities. Topics include the physiological and psychological aspects of aging, behavioral influences, prevention and management of chronic illness, bereavement, death, and related adjustment issues. Pre-1999 Competencies: HC-A, HC-C, PW-5, PW-B, PW-F. BA-1999 Competencies: H-2-A, H-3-B, L-7, F-X, S-2-C, S-3-A.

HC 157
ECONOMICS FOR DECISION-MAKING
Undergraduate
The purpose of this course is to provide the modern consumer living in a global economy fueled by unabated technological progress with basic tools to understand the path which has led to today's remarkable prosperity. The focus is on enabling consumers to make decisions throughout the life-cycle. Basic economic methodology will be presented, along with defining moments which, from the Industrial Revolution to the expansion of globalization, have shaped both economic theory and economic policy. Standards topics, such as scarcity, opportunity costs, the law of diminishing returns, the law of comparative advantage, the mechanism of the price system, the laws of demand and supply, the workings of money and banking, the impact of fiscal, etc., will be considered, with in mind the idea that economics can offer a significant contribution in the process of making practical financial and consumer decisions. Competencies: H-1-C, H-2-E, H-5, F-X.

HC 158
ETHICS AND LAW OF INTERNET PRIVACY
Undergraduate
Online privacy has become a highly charged and complicated area of the law and our culture, because the Internet is changing and expanding our economy in ways unimaginable five years ago. The Internet's incredible functionality and convenience has rapidly made it the primary communication, information, and shopping tool for millions of Americans. Most of us, however, underestimate the extent to which we compromise our digital DNA with these transactions. Recently, some states have attempted to draft legislation responding to the issue of online privacy. Legislation advocates envision that these represent limitations on the collection and dissemination of personal information acquired by Internet web sites. Others have promoted the adoption of federal online privacy standards. Will the adoption of new laws and regulations impede the Internet growth? Or, is the Internet the final frontier of unregulated and freely accessible information, products, and services? Students in the class will grapple with these and other important questions on the legal limits of privacy. Competencies: A3C, A4, H1X, S1X, FX.
HC 159
MAIZE AND MIDWESTERN CULTURE
Undergraduate
In this course, students will learn the role maize has played in the cultural, economic and scientific development of Midwestern Society. An overview of the impact of maize on ancient American and modern world cultures will also be examined. Students will learn how maize developed from a wild indigenous plant in the Americas to become one of the world’s great sources of food, chemicals, religious belief and social practices. More locally, students will learn how corn is currently farmed in the northern Illinois area, how Midwestern family farmers finance, grow and sustain great crops of grain. Students will examine the practices and results of economic corn markets and the role these play in the success of Illinois corn farms. Methods of continuing domestication of maize by selective breeding and more recently by genetic engineering, and the impact of these practices on the crop and on society will be examined. Finally, students will explore the many ways corn products are converted into chemicals for a variety of uses, and will analyze their benefits and costs. Pre-1999 Competencies: HC-F, HC-G, PW-B, AL-E. BA-1999 Competencies: H-1-H, H-4, S-3-F, A-1-H.

HC 160
FACILITATION SKILLS FOR ORGANIZATIONAL LEARNING
Undergraduate
Good facilitators know that really connecting with other people is the secret to powerful and effective meetings and training. In this course, we will examine the nature of engagement and the skills and strategies that facilitators use to involve other people meaningfully in these events. Specific topics will include: matching facilitation skills to event purpose and context, creating learning environments conducive to facilitation, application of a variety of facilitation skills in small and large group settings, using technology to complement facilitation. Class sessions will be devoted to examining and critiquing facilitation scenarios, practicing facilitation skills, and applying principles and strategies of facilitation to class participants’ real life situations. Competences: H2X, H3X, L7, FX. Faculty: Donna Younger

HC 161
THE SUCCESSFUL ENTREPRENEUR: FINDING YOUR NICHE
Undergraduate
Today, to be a successful entrepreneur, in addition to knowing what’s hot in the marketplace, you need to know yourself. This course will help you discover what are the skills and gifts of personality you possess that will maximize your possibilities for success as an entrepreneur in today’s global environment. Utilizing a variety of measurement techniques, you will discover your own personal work-style preferences, what tends to drive you, what energizes you and what builds your self esteem. You will explore which type of business opportunities might be the right ones for you, learn your own decision making style and in what work environment you function best. Based on this knowledge, you will create your own mission statement. Then in collaboration with other students, you will learn how to integrate this information with the various tasks required in getting a new enterprise off the ground. This includes: (1) identifying a specific service or product that meets a need in the global community, (2) creating successful marketing strategies; and (3) devising methods of developing the product or service you created. Pre-1999 Competencies: AL-2, HC-H, HC-X, PW-A. BA1999 Competencies: A-5, H-5, L-7, S-2-D

HC 162
MANAGEMENT THEORIES EXAMINED
Undergraduate
Throughout history, theoretical approaches to managing people and programs have filtered into and influenced daily life. Some of these theories, such as the works of Machiavelli, take the form of great literature. Others come to us via the more mundane world of Dilbert cartoons. In any form, ideas about human interaction and productivity continue to shape our consciousness. In this course, students and faculty will examine a variety of documents related to management, and will examine them from philosophical, social, and business perspectives. Competences: A-3-X, H-2-X, H-3-X, F-X.

HC 163
CHINA: VOICES OF A SOCIAL REVOLUTION
Undergraduate
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. Competences: A3F, H1C, H5, H3I. Faculty: Mark Enenbach Can only be taken for one competence.
HC 164
ROLES AND RESPONSIBILITIES OF ORGANIZATIONAL LEADERS
Undergraduate
This course surveys a variety of leadership structures prevalent in dynamic contemporary organizations. Students in this one-competence course will investigate theories of active leadership, analyze organizational case studies involving effective leadership positions and experientially assess the usefulness and validity of conceptual models of leadership in the day-to-day world of viable organization management. Competencies: H-2-X, F-X.

HC 165
CHINA: MONEY, POWER AND THE 21ST CENTURY
Undergraduate
The greatest migration of people in the history of the world is occurring right now, in China. Hundreds of millions of people, whose families have lived in rural China for thousands of years, are moving to rapidly urbanizing cities. This course analyzes, through the voices of the Chinese people, the dramatic impact of this social and economic revolution upon families and individuals. These changes are having a worldwide impact upon economics, trade and the new world order. Through lecture/discussions, videos, readings, on-line discussion boards and independent research, students will have the opportunity to form their own viewpoints as to the impact of globalization upon one of the oldest civilizations on earth. Competences: H5, A3F, H1C, H1H. Faculty: Mark Enebach

HC 166
GLOBAL FUTURES: OIL, WATER, WAR, AND PEACE
Undergraduate
Who determines who owns the oil, water, and other resources on the planet? What are the root causes of many of the wars in the Middle East, Africa, and South America? How do we, as the world’s superpower, respond to these global issues? This course examines the fight for resources and connects these issues to questions of war and the new upsurge of non-violent action across the globe. We will read books and excerpts from these and other works: RESOURCE WARS: THE NEW LANDSCAPE OF GLOBAL CONFLICT, by Michael T. Klare; WATER WARS, by Diane Raines; DRUGS, OIL AND WAR IN AFGHANISTAN, COLOMBIA, AND INDOCHINA, by Peter Dale Scott; and POWER POLITICS, by Arundhati Roy. Guest speakers, videos, and other experiential learning will enhance these readings. Competencies: A-3-G, H-1-F, H-5, S-3-D. Faculty: Staff

HC 168
ITALY AND ESTONIA: WHO TALKS TO WHOM IN SCHOOLS AND CAFES?
Undergraduate
Through onsite visits to schools, piazzas, and cafes in Italy and Estonia, participants in this 2-week study abroad course will study cross-cultural communication by examining how language and interactions are used in various contexts in both countries. Participants will examine communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, participants will analyze how different socio-cultural factors interact to shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be Estonian and Italian schools and universities, where participants will compare these organizational structures to those in the US and analyze the implications for cross-cultural communications among and between teachers and students. Prior to departure, participants will use interactive, online technology to engage in cross-cultural communication and to create criteria for evaluating and comparing communication; the dialog analyzing cross-cultural aspects of language in educational and public settings from a social and political context will continue upon arrival in the countries. In both countries, the selected universities conduct research on intercultural education and cultural dynamics among groups in multicultural societies. Estonia and Italy are substantially different culturally, and offer rich opportunities for comparison and analysis. This course, though ideal for educators wishing to understand the role of language and culture in different settings among multicultural groups, also provides a background for those interested in sociolinguistics, cross-cultural dynamics and multiculturalism abroad and at home. Suggested competences are: H1A, H2X, FX, H5, E1 & E2, L10, L11. Please contact course directors Gretchen Wilbur, gwilbur@depaul.edu or Nancy Morgan at nmorgan4@depaul.edu for more information.

HC 169
CROSSING BOUNDARIES: UNDERSTANDING SELF AND “OTHER”
Undergraduate
This semi-structured Externship is designed to enhance students’ understanding of themselves as individuals, as life-long learners and as members of the larger human community. Students will identify the internal and external ‘boundaries’ they have with regards to experiential learning. Experiential or service based learning will be implemented to enable students to ‘cross boundaries’ into new and unfamiliar territories. Pre-1999 Competencies: LL-7, and a pair of capstones. BA-1999 Competence: L-9.
HC 170
THE PSYCHOLOGY OF CYBERSPACE
Undergraduate
The primary focus of this course will be the examination of the cultural and psychological elements of cyberspace communication, with a specific focus on the internet. Students taking this course will be able to reflect on and engage in informed discourse regarding the cultural and psychological elements of the internet as well as gender specific differences in cyberspace behavior. Students should expect to use the internet themselves to gather information for this hybrid course. Competences: H2X, H3X, H1A, L7. Faculty: Michael McMillan

HC 171
ORGANIZATIONAL CULTURE IN ACTION
Undergraduate
What is organizational culture? Culture is the way things are done in the organization, and is a system of shared symbols and is a variable that focuses on causality. In this course, you will examine what organizational culture is and how knowledge of culture provides a way for gathering information to help leaders/managers improve organizational performances. This course provides a hands-on approach to learning to "read" organizational cultures and using that cultural knowledge in symbolic management, training, organizational change, building effective teams, supporting diversity, and unleashing creativity. In terms of cultural analysis, through this course, you will be introduced to qualitative research methods, field observation, interviewing, qualitative surveys, content analysis, and other methods of textual analysis. The textbook is an applied workbook to supplement and apply organizational theory. It answers two central questions: How to understand the intangible culture that is so important to working in an organization; and how to use this cultural information once understand it. Finally, you will have a chance to transform theories into practice. Competences: L7, H1B, A3X, H4, FX. Faculty: Kumiko Watanuki

HC 172
HUMAN RIGHTS AT HOME AND ABROAD
Undergraduate
This class is largely about the international human rights movement and how it has the potential to alter our thinking about social justice and the rights movement in the United States. In this class, we will ask ourselves the following questions: which rights should be protected by every society? Can there be universal human rights? Should developing countries be held to the same standard as developed nations? What are the major areas of concern internationally and how do these compare with human rights concerns in the United States? Are human rights for the individual incompatible with those for the collective or can the two co-exist? In this context, we will review the U.N. Declaration of Human Rights and other important treaties, NGO commentaries, and first person accounts of the international and domestic human rights movements. Students are encouraged to integrate their interests in both domestic and international human rights issues into the class discussion. BA-1999 Competencies: H4, H5, H1F, A3C. Pre-1999 Competencies: ALP,HCC, HCG, HCX  Faculty: Nancy Davis.

HC 173
HUMAN RIGHTS IN BUSINESS AND SOCIETY
Undergraduate
Students study the history of human rights development as they emerged from religious belief, philosophical visions of natural law, social structures and legal systems. Students will also examine opposition to human rights over the centuries when rights threatened traditional patterns of authority, prejudices, vested interests, customs and claims of national sovereignty. Study then shifts to recent human rights documents beginning with the Universal Declaration of Human Rights in 1948. The racism convention is studied as the case study with focus on its application and lack of in the U.S. and Chicago. Students then apply knowledge from the case study to examine human rights work performed by a local NGO, by a local company or by their community. The course concludes with current human rights advances in corporations, governments and NGOs. Competences: H5, H2B, FX. Faculty: Patricia Szczesna

HC 174
CIVIL LIBERTIES IN EVERYDAY LIFE
Undergraduate
This course is designed to expose students to the history, context and implications for American society of the Constitution and Amendments, more commonly known as the Bill of Rights. We will learn about the founders who created the Constitution, and also explore landmark court cases concerning historically significant issues such as privacy, right to bear arms, freedom of religion, abortion, and the right to die. We will discuss how this supreme law of our land impacts our daily lives and decisions. Pre-1999 Competencies: HC-C, HC-F, HC-G. BA-1999 Competencies: H-1-D, H-2-F, H-4
HC 175
HOME AND IDENTITY
Undergraduate
In Home and Identity we will explore the many natures and meanings of home; home as a place one is born to and sometimes forced to leave; home as a place one can journey toward or create; home as an abstract composite of memories, emotions and rituals. We will discuss the complex intersection of home and work and consider how estrangement, displacement and exile participate in the definition of one's identity. This course brings a unique multidisciplinary and multicultural approach to address the interconnection of diverse experiences with the meaning of home and identity. It shows you that the meaning of home can be incredibly varied and lets you explore the multiple facets of home as well as being away from it. You will learn that home is a volatile mix of yearning and loss, of being at home or searching for it, and that this very mix is the framework in which one's identity evolves. The course will be based on lectures, discussions, film, exercises and guest speakers who will share their experiences with the class. Competences: FX, H1X, H3X, H5, L7. Faculty: Miriam Ben-Yoseph. Can only be taken for one competence.

HC 176
PEOPLE, PROCESS AND ORGANIZATIONAL DEVELOPMENT
Undergraduate
Healthy, successful organizations, like healthy, successful people, continue to grow and develop across the life span. This course will examine ways organizations can design processes and cultivate human potential to ensure that they renew themselves and remain ready to embrace opportunity and respond to change. Participants will work with case studies and scenarios from their own work contexts to develop competence. Competences: FX, H2X, H3X, L7. Faculty: Donna Younger

HC 177
PRACTICAL CONSULTING: THEORY, SKILLS AND APPLICATION
Undergraduate
If you were to look for the definition of "consultant," chances are good that it would suggest that a consultant is an individual who provides professional services. What does this mean? To whom does one provide professional services? What kind of services? In this course, students will learn the definition of consultant, the various models and theories behind the profession, as well as the practical skills necessary to engage in a consulting relationship. Students will work individually and collaboratively in practicing how to "contract," gather data, diagnose, give feedback and close the consulting relationship, all while learning the theories and underlying assumption behind consulting, no matter what type of "professional service" you are providing or for whom. By the end of this course you will have gained a greater understanding of organizational life, collaborative learning, yourself as a professional service provider, and be able to not only practice, but be a consumer of consulting services. L7,H2X,H3X,FX

HC 178
GENDER AT WORK
Undergraduate
From the days of hunters and gatherers our world has been organized by gender expectations. While these gender roles have evolved over time, women and men today still struggle to meet these expectations and they have largely defined who we are for centuries. We have more choices and freedom to renegotiate and transcend these roles now than at any other time in history, and yet they still impact every aspect of our lives. This course will explore how gender can influence communication patterns, leadership styles, negotiation skills, conflict styles, work/life balance expectations, relationships and a multitude of other aspects of our life at work and at home. Students will demonstrate the competencies through class participation, group projects, journal entries and other assignments that will allow them to apply course readings, films, and discussion to their own personal experience. Competences: FX, H3B, H4, L7. Faculty: Elisabeth Lindsay-Ryan

HC 179
ECONOMIC INEQUALITY: THE ROLE AND RESPONSIBILITY OF BUSINESS
Undergraduate
This course will examine the role of corporations in the growth of economic inequality in the United States and the world. Inequality changes in the U.S. and various other countries will be correlated with the economic, political, educational, geographical, and historical trends that may have affected incomes and standards of living since the beginning of the 20th century. Likely causes relevant to corporate strategies, especially over the past quarter-century, will be investigated, and possible solutions will be considered. Competences: A3C, FX, H4, H5. Faculty: Paul Buchheit.
Our lives and our work are inextricably linked - regardless of how we define work. "Work" may be defined as a paid job, volunteer activities, family and home occupations, educational ventures or other productive endeavors. In addition, over time our lives and work activities inevitably change, develop and take on meaning and relevance in ways that are not always intentional or foreseeable. These changes can and do influence our identity and how we "do" our work. In this course we will explore some elements of social psychology and how and why we derive identity and meaning from the varieties of work in which we are engaged. The genesis of learning in this course will be an examination of stages of development of individuals, workers in diverse settings and organizations. From these origins we will explore how we make and derive meaning from all of these sources of identity. Competences: A3D, H2X, H3C, FX. Faculty: Peggy St. John and Christine Hayda

Our system is founded on the belief that everyone is entitled to participate in the process of government. Free and open access to the judicial system is fundamental to American democracy, yet, as our system of law grows more complex by the day, we find ourselves more and more reliant on lawyers. This course is designed to provide students with the basic skills to understand and navigate the system in the areas of law that are pertinent to our everyday lives. Various substantive areas of law including, but not limited to, marriage and divorce, work-related laws, real estate, health care rights, estate planning, immigration, juvenile law, and finance will be examined with emphasis placed on topics according to class preference and interest. Pre-1999 Competencies: HC-I, HC-K WW. BA-1999 Competencies: F-X, H-1-D, H-2-B.

This course begins with a study of the evolution of human rights from religious belief and includes the opposition to human rights when they threaten traditional authority, vested interests, etc. Major human rights conventions will be studied and the Convention against All Forms of Racial Discrimination (ICERD) is utilized as the case study for current human rights work. Students will study how this convention to eliminate racial discrimination is being implemented in the US and in Chicago today, explore how NGOs are working for human rights, and assess how corporations are implementing human rights within their workforce. Competencies: H5, H2B, FX written by student. Faculty: Patricia Szcerba

How can we celebrate our different skin tones, body sizes, hair textures, and cultures, and yet still acknowledge our similarities? How can hair/body stories help us better to understand each other and ourselves? Are hair and body stories cultural legacies or scholarship? This course exposes students to the complex ways the body is portrayed, (mis)understood, and celebrated worldwide and will focus on constructions of Black hair and the Black body in media of the 20th and 21st century. Ever wonder why we are still talking about ?good hair,? if Black people tan or what is up with that white girl/guy with dreads? The course combines readings, personal anecdotes, media (including movies, videos, advertisements, music, poems, and online media), and applied research about the body and its extremities (such as hair). Here we will also analyze the body and its performance of sexualities and identities in the context of the production of culture and social relation. A critique of the readings and media representations will afford students the opportunity to explore alternatives to conventional materialist, consumerist, and constructed binary approaches to the body. By exploring their own hair/body stories students encounter dynamic resolutions and celebrations at the individual level. Competencies: A1I, H2G, H3B, H4. Faculty: Regina Spellers-Sims

This course will introduce students to issues of violence against women from cross cultural perspectives and will explore how this social problem relates to human rights violation. The course will give the definition of what is violence against women and what are the different forms of abuse used against women. This intense course will focus on evaluating these forms of abuse in diverse cultures, include India, Saudi Arabia, and the United States, as well as immigrant and minority communities in the U.S. This analysis will examine how social institutions in each of these cultures either contributes to the violence against women or addresses this issue. Through class discussion, lectures, readings and guest speakers, the various ways in which women are abused will be evaluated and discussed in an effort to introduce students to patterns of abuse from a global perspective. Competences: H-2-A: H-5: H-1-X, A-3-X. Instructor: Lu Rocha
HC 186
STUDIES IN GHANA: HISTORY, CULTURE AND SPIRITUALITY
Undergraduate
This course has been designed to be dynamic and lively, purposefully engaging with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. The rich cultures of Ghana provide much of the context of this travel course. From visiting Ghana’s National Museum, to observing kente cloth being woven or women pounding fufu, or meeting with spiritual and educational leaders, course participants will be exposed to multiple layers and multiple levels of West African culture. Everyday experiences, such as shopping in the open air markets, become lessons on human interaction that are rooted in a particular worldview. Learners will be challenged to consider the footprint left by the simple decision of paying a particular price or buying from a particular vendor. They will come to understand that culture goes beyond the surface expressions, such as clothing, food, dance, to the deeper levels, such as the cosmology of the people. Their beginning examination of Ghanaian cultures can lead to further examination of their own personal, family, community and national cultures. Spirituality is one of the central themes in this course because it is central in the lives of West Africans, and forms a backdrop from which to understand cultural values and practices. It also informs many of the traditional healing practices that we will learn about during the course. Again, as participants learn about Ghana, and its rich spiritual traditions, they will also learn more about themselves and the role of spirituality in their own lives. Suggested competences are: H3A, H1F, S3B, A3E, Externship; FX is negotiable for focus areas related to cultural studies, multiculturalism, diversity, etc. Please contact Faculty director, Denise Tolliver at dtollive@depaul.edu for more information.

HC 187
LATINA LIFE STORIES
Undergraduate
This class will explore the diversity of the U.S. Latina experience through themes of migration, home and place, paid work, caring work, education, gender, and race. Through life stories and fictional works, students will examine what it is like to be a migrant or immigrant; to live in more than one culture, as a bicultural and multicultural, bilingual or multilingual person; to negotiate responsibility and desire, as a woman, mother, daughter, partner, to name and live one's sexuality; to be a provider, a caregiver, an activist and a professional. Students will also be encouraged to draw connections between their own experiences and those of the women about whom they are studying. The course will conclude by exploring how Latina women are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness. Students demonstrate competence through participation in class discussion, and activities, as well as by writing essays based on readings. Students will also have the option of writing about their own life history as well as of researching the life stories of Latina women not covered in the class. Competencies: H2H, H3B, H4, A1D

HC 188
UNDERSTANDING INTERNATIONAL RELATIONS
Undergraduate
Two major puzzles sit at the core of world politics: Why do nations fight, and why do they cooperate? One popular theory views conflict as a normal state in international affairs, presenting its supporters with the task of explaining why so much cooperation exists. Another popular perspective characterizes cooperation as the norm, posing a dilemma for its supporters to account for the violence in world affairs. Understanding cause and effect in a complex world is a difficult challenge. This course provides an introduction to the systematic study of major issues in international relations. Some themes recur throughout the course: power, motivation and choice, nation-states, anarchy, sovereignty, interdependence, and political and economic market failure. We will systematically explore the players, their goals, the constraints within which players operate, the interactions between players, and the strategies they pursue. Part I introduces general theories for explaining international relations. Part II addresses domestic sources of foreign policy. Part III addresses asks why and under what conditions wars occur, while Part IV explores how values and culture affect international relations, focusing on the causes of terrorism. Competences: H1C, H2E, H5, FX. Faculty: Kevin Kirberg

HC 189
LATINO CHICAGO
Undergraduate
Chicago and the larger metropolitan area have long been destination points for many Latino immigrants. Today Latino Chicago is comprised of many diverse groups including Mexicans, Puerto Ricans, Cuban and Central and South Americans that have become a vital part of Chicago’s economic, political and cultural life. This class will explore these Latino’s diverse histories and experiences of migration, as well as their journey in establishing a sense of place and home in Chicago. We will also study the social, economic and political history of Latino Chicago as well as current issues relevant to the community, such as housing, education and health care. Some of the questions we will pursue in this course include, but are not limited to the following. 1) What are the historical roots of Latino migration to the U.S. and Chicago? 2) Have Latinos been able to maintain their culture and identity while living in Chicago? 3) How have Latinos fared with respect to issues concerning housing, education, employment and health? In this course, we will learn about the concepts of race, class and gender and how these intersect to shape Chicago Latinos’ experiences. While we will learn about the inequities that Latinos have experienced, we will also explore this community’s struggle for social justice and its efforts to create a voice for itself in Chicago. We will conclude this course by exploring how Latinos/as are building new political, theoretical, economic, artistic, and spiritual pathways toward wholeness and justice. For example, we will explore some of the cultural and political projects of this community and the many groups that comprise it. We will learn about these themes and address questions through readings, class lectures and discussions, guest lectures, documentary films and field trips. Field trips to Latino Chicago communities such as Pilsen and Humboldt Park will take place during class time. Competences: H1F, H4, H5, FX. Faculty: Lourdes Rocha
HC 190
LAW IN AMERICA: ITS HISTORY AND RELEVANCE IN TODAY'S WORLD
Undergraduate
This course is designed to enhance students' awareness of how critical American law is for their personal, professional, and community life. The purpose is to help students achieve a better grasp of current realities through understanding of the history, the structure, and inherent problems of the American legal system. The course will discuss the role of lawyers and the public in the legal process (e.g., the role of civil rights groups and lobbyists in forming laws). It will begin with the colonial underpinnings and the essentially Western and British foundations of the American legal institutions. There will be some discussion of alternative legal systems. It will then review the American Constitution, the nature of a federal system, and specific topics in American law. These topics will include the basic rights in our system, and the law as it has evolved in dealing with race (“the strange career of Jim Crow”), speech (free and otherwise), labor (its rough course), criminality and its outcomes, religion (how religious is the law), and business regulation (how much can we trust antitrust). If time permits, we may discuss tort law and some aspects of courtroom practice and procedure (the TV side of the law). The course will be relevant for students interested in the law as a career, the law in the workplace, the law in not-for-profit settings, and those generally interested in the law in business contexts, as well as those seeking to understand the role of the law in our social and cultural context. We will use one major textbook, as well as selected readings on topics. Students will be asked to bring their own experiences with the American legal system into our discussions and to share their perspectives of the various topics. Competencies: A3X, H1D, H4, FX. Faculty: Frederick Bates

HC 191
AMERICAN PRESIDENTS
Undergraduate
This course will trace the development of the American Presidency by concentrating on the lives of some of the leaders who have been elected to the Presidency over the past two centuries. We will seek to find out their histories, what motivated them, what ideals they held sacred, what programs they proposed, how they reacted to crisis, how they protected and improved the nation during times of war and peace. We will examine the key issues and problems that confronted these Presidents and shaped the history of our nation. Students will read different biographies of two Presidents, and individually report their findings to the class for discussion and comparison. We will also follow the unfolding events of the 2000 campaign. Competences: H4, H-1-F, H-2-F, H-2-G. Faculty: R. Craig Sautter

HC 192
HOW, WHAT AND WHY WE EAT: THE ART, SCIENCE AND PSYCHOLOGY OF FOOD
Undergraduate
We have many connections to food. Food sustains us but it has meaning that extends far beyond basic nutrition. Eating is an individual pleasure and comfort, a tool for creating and sustaining social bonds, and a way to express one's cultural identity. Food is tied to many aspects of life including culture, politics, agriculture and the environment. Americans have become disconnected from both the production of our food and from the joy of eating it and suffer from food related health problems such as diabetes, obesity and eating disorders. In this class we will explore the myriad of food-related habits and choices, that determine how what and why we eat. This experiential class moves beyond specific dietary guidelines by presenting concepts and skills that will help you reframe your connections with food. We will explore the multiple dimensions of food and eating from an individual, community and national level. We will explore the true meaning of nourishment. Topics include: identifying personal eating styles, mindful eating exercises, the slow food movement, locating Chicago food deserts, a field trip to a popular Chicago organic garden/restaurant, guest speaker from a Chicago restaurant mural artist, examining types of hunger and nourishment, and issues involving food and ritual, food and story, food and psychology, food and art. We will combine art, film clips, lectures, field trip, research, and mindful eating skills. Competences: A1F, H2G, H3F, S3B, FX (should have Faculty Mentor approval to register for this competence). Faculty: Joan Cantwell

HC 193
THE AFRICAN AMERICAN FAMILY
Undergraduate
This course will explore key questions regarding the development of the African American family within the context of institutionalized oppressive forces endemic to American society. During the course we will survey several theories that have been prominently used to characterize the African American family's development and their efficacy as tools in this endeavor. We will also use genealogical research methods to understand the dynamics of family development. Students will conduct research into their own family's history by using oral history techniques and will learn how to document and reconstruct kinship ties as far back as class time and records will allow. Through this process, students will gain a broader understanding of the African American family as it has evolved in response to the stressor imposed upon it throughout American history. Furthermore, learners will consider issues related to the construction of American society, the role of African Americans in it, and the ways in which these issues influence African Americans in all aspects of their relationship to the larger society. Each student will be expected to turn in a final research report based on readings and research. The final research report will consist of a family tree and a discussion of family development based upon the ideas presented in the course discussions and the readings. The text for this course is: A Place Called Home: An African American Guide to Genealogy and Historical Identity, by Dee Parmer Woodtor.
HC 194
ORGANIZATIONAL COMMUNICATION: PERSPECTIVES AND TRENDS
Undergraduate
The study of organizational communication can be important to you for it can improve your understanding or organizational life, provides you with an awareness of important communication skills in organizations, and perhaps starts you on a path to a career in the field. Organizational communication is a complex and continuous process through which organizational members create, maintain, and change the organization. Two important issues associated with this definition: First, it is important that all organizational members participate in this process, and second, shared meaning is not always achieved in organizational settings. Certainly, the process is mutual, and understandings are created, however, the interpretations created or derived from these interactions may not be mutual among all members of an organization. There are at least three different perspectives of organizational communication: traditional, interpretive, and critical. These perspectives differ in the ways that they study organizational communication and in the assumptions that they make about the nature of organizations. The traditionalism has evolved from an early form into a different contemporary form. Early traditionalism understands organizations as machines and regards communication as a machinelike process. Recent traditionalism sees organizations as living systems and communication as a dynamic, organismic process. Interpretivism and critical theory have developed as serious alternatives to the traditionalist study of organizations. Interpretivists are concerned with the symbolic processes through which organizational reality is socially constructed, and critical theorists are concerned with the relationship between structure and symbolic processes in the efforts to criticize oppression and the systematic distortion of organizational communication. Competences: L7, H1A, H3D, S3F, FX. Faculty: Kumiko Watanuki

HC 195
GRANDPARENTING: AN INTERGENERATIONAL DEVELOPMENTAL PROCESS
Undergraduate
In this course, we will explore how generations of a family interact with one another, how these relationships effect the different generations, and how cultural factors and public policy influence the interactions. We will explore intergenerational relationships from the perspective of developmental psychology, public policy, finances, public health, cross cultural studies, literature and the arts. At the same time as more grandparents are becoming the primary caretaker for their grandchildren and the number of great-grandparents is at a record high, the traditional roles of each generation is under great change. Some of the questions to be addressed through concise lectures, readings, group project, interviews, and individual project are: How can intergenerational interactions stimulate development throughout the life span? How can the nurturing across generations be balanced with the independence of the individual? What are the implications for workplace policies, public policy, and community health? How do different cultures respond to intergenerational interactions? How do the arts (literature, fine arts, music, and cinema) reflect the value of intergenerational relationships? How can we learn from this inquiry help us understand our own relationships across generations? Competences: A1X, H2X, H3X. Faculty: Roberta Liebler

HC 196
ECONOMICS BY EXAMPLE
Undergraduate
This course utilizes a novel pedagogical approach to introduce concepts and theories that form the core of the principles of economics. Instead of relying on graphs and mathematics, ‘Economics by Example’ follows the text by the same name to frame hot topics such as globalization, outsourcing, immigration, environmental policy, big-box retailing, and internet piracy in a way that provides an inviting and accessible understanding of economic theory. The same refreshing treatment is given to more traditional topics such as efficiency, the maximization principle, the concepts of tradeoffs and incentives, and consumer choice in the context of the market mechanism. The learning experience is based on the analysis and discussion of real-life applications that show students the pervasive impact of economics on everyday life while familiarizing them with important concepts. Competences: H1C, H5, S3C, FX. Faculty: Ludovic Comeau

HC 198
JUVENILE JUSTICE: IS IT WORKING?
Undergraduate
This course will explore juvenile justice through a sociological lens that encompasses legal, ethical, institutional, racial, gender and economic perspectives. The course will address the foundation and origin of the juvenile justice system in Illinois and its role as pioneer in juvenile justice throughout the United States. We will examine the various entities responsible for the implementation of juvenile justice including the challenges and obstacles encountered in pursuit of intervention and prevention of juvenile delinquency. A network of professionals dedicated to working with and supporting juveniles involved in the system will speak to how the key institutions interact, combat and collaborate with each other and the impact those dynamics have on the juveniles, their families and communities. The methodologies and efficacy of responses to delinquency such as punishment, incarceration, rehabilitation, substance treatment and re-entry will also be considered. The class will take on such questions as what contributes to juvenile delinquency, how is juvenile delinquency defined, how does it differ amongst communities, how did we get here and what does the future of juvenile delinquency look like in Illinois? Competences: H4, A3C, H1D, H2A
MANIFESTATIONS OF BELIEF: RELIGION VS. THE CONSTITUTION DURING THE HOLIDAYS

Undergraduate

The United States Constitution guarantees freedom of religion to its citizens. What is freedom of religion? How is this basic right interpreted? How far can the individual citizen go in demonstrating religious belief? When do the rights of the many supersede the rights of the few? These questions have been particularly prickly over the last few years when objections to the recitations by school children of the Pledge of Allegiance, and the display of religiously oriented holiday decorations have made national news. Where do you fall on these issues? Is it OK for New York City to have a big Xmas tree in Rockefeller Center? Do you mind if your neighborhood church displays a creche on its front lawn? What about the town hall? In this course, students will examine holiday displays around town and assess their relation to freedom expression and freedom of religion. Students will also consider the nature of free societies, their relationship to community values, and the ways in which difference is valued, or not valued, in contemporary American culture. Competences: H4, A1X, H2X, H3X. Faculty: Jean Richine

NEGOTIATING CONTRACTS WITH INTEGRITY

Undergraduate

In this course, we will examine the processes of managing perceptions and communicating. We will delve into the realm of analyzing our world as we perceive it and the art of entering into the realm of another's perception. We will utilize the four agreements as a method of managing our perceptions and the perceptions of others, and as an approach for communication. In learning to communicate with others we will utilize a technique called matching. We will examine the development of contract law. We will cover the basics of contract formation: offer, acceptance and consideration. We will identify which contracts require to be in writing. We will examine the remedies available when a contract is breached. We will review various examples of contracts to evaluate the practical application of what we learned. We will put our basic understanding of contract law and our acquired negotiation skills to use by participating in a contract negotiation as a final class project. Competences: A3X, H1D, H3D, FX. Faculty: Patricia Rocco

MANAGING A CONSULTING PRACTICE

Undergraduate

This course presents the fundamentals of management as applied to the consulting profession. It introduces consulting in the following disciplines: strategic management, information technology, financial management, marketing and distribution, E-Commerce, operational management, human resources, knowledge management, change process management, production and performance improvement, total quality management, companies in transition, small business development and the public sector. This course is divided into five parts: (1) Management Consulting in Perspective; (2) The Consulting Process; (3) Consulting in Various Areas of Management; (4) Managing a Consulting Firm and (5) Developing Consultants and the Consulting Profession. Students will closely examine the consulting industry by looking at associated costs and fees, barriers to entry, implementation of projects, assignment management, action planning, marketing, quality management, how to expand internationally, the issues facing international expansion and how to structure a consulting firm. A total of 20 cases including Harvard and Stanford cases will be reviewed which will provide a broad range of topics and critical thinking pertinent to current management consulting. These cases will illustrate major practice areas of consulting and afford new insights into change processes and other management issues facing consulting firms. Competences: H1X, H2C, H5, S3F, FX. Faculty: Elmer (Pete) Lewis

LIVING AND WORKING IN A GLOBAL ENVIRONMENT

Undergraduate

This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside of it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and small group research and presentation. Guest speakers will be invited to share their experiences with the class. Competencies: E1, E2, FX, H5. Faculty: Miriam Ben-Yoseph

LL 300 is a prerequisite for this class.
HC 204
CULTURE AND GENDER
Undergraduate
Oftentimes we make decisions without giving the process much thought. We often do not ask ourselves why we decided to do ?A? rather than ?B?? If we did, we would probably discover that culture and gender has a lot to do with the choices we make. Like an iceberg, nine-tenths of our culture is submerged from our conscious awareness. This hidden part of culture is made up of the forces that influence our understanding of the world, our place in it, our identity, our experiences and our values. The same can be said about gender. Culture and gender affects our family, the way it is structured; as well as social and political institutions such as schools and courts; the economic systems that govern the way we feed, clothe and care for our community and ourselves. Culture and gender informs our understanding of right and wrong, the way we understand power and how it is assigned, used and expressed. In this course students will gain knowledge on how culture and gender is defined; how we view men and women and our assumptions, expectations, of them; and explore how our cultural make up influences these assumptions and expectations. Finally, students will consider the role culture and gender has played in their own lives, as well as, the importance it has had thus far. Students will gain this knowledge about these themes through in-class activities, journaling, assigned group activities, readings, class lectures, guest presenters, documentary films and field trips (TBA). Competences: H4, H1B, A3X, FX. Faculty: Lu Rocha

HC 205
NONPROFIT MANAGEMENT
Undergraduate
Nonprofit organizations are central to American society, performing social tasks carried out in many other countries by religious and governmental institutions. Particularly in the last twenty years, the nonprofit sector in the U.S. economy has grown rapidly in size and significance. Today there are over 1,300,000 nonprofit organizations registered with the Internal Revenue Service; approximately 6.5 percent of the national income is generated by these entities; and, it is estimated that Americans annually provide 20.3 billion hours of volunteer time. Employment in the nonprofit sector has grown by 3.3 percent each year since 1977, reflecting the nation's confidence in, and reliance upon, these institutions. While the tradition of altruism has a long history in America, recent expansion dwarfs these past accomplishments. Notably, the burgeoning of these enterprises has been accompanied by increased scholarship and academic training in the field of nonprofit management. In 1990 there were 17 U. S. universities that offered 3 or more graduate courses in the management of nonprofits; by 1996 there were 76. This upsurge of interest in the study of philanthropy, voluntarism and not-for-profit activity has generated a wealth of quantitative and qualitative data, as well as enhanced attention to curriculum and training for those working in agencies. Drawing upon these materials, this course will explore the American approach to the management of nonprofit organizations. Topics will range from issues of leadership to those of operational implementation. Basic concepts, research and theories on nonprofit organizational behavior will be introduced to assist students in learning principles and techniques for developing and managing financial and human resources. The contrasting roles of staff, volunteers, managers and trustees will be examined to develop an understanding of how, in the American system of nonprofit management, each contributes to framing and achieving a nonprofit organization's mission. Competences: H1X, H2X, H3X, H5, FX. Faculty: Ellen Benjamin

HC 206
GROUP PROCESS AND FACILITATION SKILLS
Undergraduate
Whether we're good at it or not, and, whether we like it or not, we are fairly likely to live, work, and play with groups of people. How we live, work and play in and with them is one of the essential ingredients to satisfying and beneficial relationships. This course explores the field of group processes and dynamics - the study of how groups of people engage with one another and the impact that they have on productivity, effectiveness and personal satisfaction. Using case studies, simulations, role plays, and individual work, social, and familial experiences, we will examine the foundations of human interaction and the basic processes that drive and shape our behavior vis-a-vis others. We will also explore the impact that our behavior has on group effectiveness and solidarity, and design and practice with ways to increase group effectiveness and cohesion. Topics include the stages of group development; issues of inclusion, power, influence, control and openness; group decision making; managing differences within the group; leadership; enhanced group performance; group process interventions; and group facilitation. Competencies: H2D, H3D, L7, FX. Faculty: Anthony Colantoni

HC 207
MEDIASMART-UNDERSTANDING AND DEMYSTIFYING AMERICAN MEDIA
Undergraduate
This course will focus on the principles of media literacy, with a secondary emphasis on media's effects on society, culture and the individual. We will learn how to analyze, evaluate and create messages in a variety of media channels (television, newspapers, magazines, internet, radio, etc.) and formats (news, entertainment, advertising, etc.). We will learn about the business of media, its role in a democracy and how it represents gender, race, social class and sexual orientation. We will read books and articles; view television programming; examine newspaper and magazine articles; analyze websites. Students will “deconstruct” media in order to better understand how messages are constructed and designed to influence their attitudes, beliefs and behaviors. The course is designed as an interactive learning experience, where students and the instructor learn from one another. Students will leave the course more savvy about American media and the thousands of messages that are communicated to them everyday. Competences: FX, H2G, H4, A2X. Faculty: Dorothy Balabanos
HC 208
THE HEART OF THE ENTREPRENEUR
Undergraduate

Entrepreneurs are an integral part of a thriving economy yet the aspects of successful entrepreneurship remain a mystery. This course takes a detailed look at the characteristics of successful and unsuccessful entrepreneurs, enabling the students to acquire a personal understanding of what it takes to start a new business venture. This course is interesting, fun and rewarding especially for those interested in starting their own business. Ed Paulson is a Silicon Valley insider, successful entrepreneur and published business book author. Competencies: A-2-X, H-3-C, F-X. Faculty: Ed Paulson (www.edpaulson.com)

HC 209
USING FINANCIAL INFORMATION
Undergraduate

This course introduces the student to the principles of financial theory and the world of finance. The course covers several concepts and surveys the roles of relevant institutions. In the conceptual part, students will learn about financial instruments and techniques used in financial decision making (time value of money, cost of capital, capital structure). In the survey of relevant institutions’ roles, the students will form a basis for understanding causes and effects in the changing global environment. The interrelationships between decisions of business, financial institutions and individuals will become evident, enabling the student to better understand current events in finance. Competencies: H1C, H2X, H5, FX. Faculty: Ramiro Atristain

HC 210
PRINCIPLES OF MARKETING AND RELATION TO ORGANIZATIONAL LEADERSHIP
Undergraduate

This course will provide a better understanding of both the principles of marketing and the importance of organizational leadership in successfully executing a marketing program. We will learn both marketing principles and practical applications within a commercial organization. The main objective is to provide "non-marketers" with an overview of the marketing function, the construction and development of a marketing plan, and an understanding of how the marketing department must integrate itself within the organization. Additionally, we will gain a better understanding of organizational leadership and followership strategies for humanizing both the workplace and the marketing department. Pre-’99 Competencies: HC-F, WW. BA’99 Competencies: H-2-D, H-2-X, F-X. Faculty: Terry P. Mollan

HC 211
LIVELIHOOD, WORLD TRADE, AND FOOD SECURITY
Undergraduate

The creation of corporate wealth affects the livelihood and well-being of millions of people. In this course we examine what guides corporate decisions, and whether or how they are supported by political structures or institutions. We start out by developing a notion of social and individual welfare and discuss corresponding ways of living and working. Equipped with this perspective we analyze the values implicit in the global economy, and how it structures people's daily working and living. We examine what it means to work for one of the corporate giants, and how international trade organizations have created an invisible government that affects the sovereignty of nations and their citizens. In particular, we investigate how the agbiotech industry ties the power of genetic engineering to the mandates of a global financial system. The question whether we have the wisdom to play God and reshape the essence of life underlies our discussion of transgenic food production. This course requires substantial amounts of readings, three short response papers, and a presentation that is part of the final paper. Competencies: H4, H5, S3E, A4; students with a Work Studies Focus Area can also sign up for an FX (equivalent to F3, F4, or F5). Faculty: Mechthild Hart

HC 212
GLOBAL LEADERSHIP
Undergraduate

Leading global and domestic organizations requires understanding, appreciating and managing the impact of culture and the interplay of cultural patterns in everyday interactions. To be successful, leaders must be able to interpret complex cultural contexts and develop intercultural competence, not only in themselves but in the people they lead and the other organizations they work with. Developing intercultural competence is an ongoing endeavor that requires stretching one’s thinking to adopt new cultural perspectives regarding others’ values, attitudes and behaviors. But it is not an end in itself: intercultural competence is the basis for successful social interactions and business communications, which are especially important in today’s “flat” world. Global Leadership at Home and Abroad? will explore the demand for and ways to develop this distinct skill set among leaders so they can establish communities and initiate change across diverse groups of stakeholders. Competences: A3F, H1A, H5, FX.
HC 213
THE UNITED NATIONS AND INTERNATIONAL CORPORATIONS
Undergraduate
The United Nations and International Corporations. Video conferences with the United Nations and University Panamericana in Guadalajara, Mexico. In this course, SNL students will explore today’s major global business issues with experts at the United Nations and discuss these ideas with students at University Panamericana in Guadalajara, Mexico via video conferencing. Global business discussions will cover corporate responsibility, labor rights, human rights, the economic crisis in Europe and its impact on the U.S., global poverty and related issues. Competencies: H5, H1C, FX. Faculty: Pat Szcerba in the SNL classroom and Ambassador Kamal at the United Nations.

HC 214
SOCIAL AND THE FAMILIES, PLOTTING THE FUTURE
Undergraduate
In history, families have been defined as mother, father, and children. In our current experience, more families differ from that model than comply with it. Family structure is evolving. Missing fathers, Single parents, and Blended families are only a few of the changes to the family structure that have occurred with some significance beginning in the 1960s. In this course, learners will pursue the following questions: What influences family structure? Do economics and education make a difference? Are race and ethnicity important factors? What about gender, personality and religion? Is the two parent family necessary? What role do grandparents and great-grandparents play in the changing family? Perhaps the most important question we can ask about the family is what comes next. What are the many ways in which families might be redesigned in the future? Competencies: H4, FX, A3A, H2F, H3B. Faculty: Kenya Jackson

HC 215
WHO’S LYING TO YOU NOW?
Undergraduate
The purpose of education, said the authors Neil Postman and Charles Weingartner (“Teaching as a Subversive Activity”) is to give students a built-in “crap detector.” Do you have one? And if you do, is it sounding shrilly night and day? This class will offer students several frameworks for critical thinking and media literacy. We’ll look at who is lying to you and where the lies are coming from. We’ll look at prominent sources of messages from the worlds of advertising, politics and public life. We’ll look at topics such as what is a “fact,” transparency on the Internet, who gets to be an “expert spokesperson,” and how to recognize your own biases and assumptions. It may be hip to be cynical, but too much cynicism corrodes democracy and keeps us from participating in our communal life. This class will use a variety of media, lecture and visits from real experts on the subject of fraud, messaging and propaganda. Competencies: A3C, H2A, H3X, FX. Faculty: Tom Tresser

HC 216
VOLUNTEERISM IN AMERICA
Undergraduate
The purpose of this course is to expose students to the historical and contemporary state of volunteerism in the United States. We will explore the scope of volunteer activity; the variety of roles fulfilled by volunteers in nonprofit organizations and, ways to effectively recruit, train and manage volunteers. Assignments and conversations will encourage students to examine the benefits and hazards of voluntary activity from the perspective of clients and organizations. A significant portion of the learning experience in this course will take place outside the classroom. Students should be prepared to engage in experiential learning and to examine their own perspectives on volunteerism.

HC 217
THE AMERICAN FOUNDING
Undergraduate
What ideas primarily influenced the framers of the Constitution in drafting the document they did? Where did those ideas come from? How did those ideas evolve during the revolutionary, constitutional and antebellum periods? This course will explore what the framers themselves might have had in mind in crafting the founding documents, examining both the ideas on human nature and government of their intellectual forebears, the ways in which the framers applied those ideas to their own specific problems in founding the American regime and the experience of the post-founding generation in wrestling with the solution the founders devised. Contemporary debates about interpreting the Constitution tend to focus on either what the document says (“strict construction”) or how it might best be interpreted or applied for contemporary purposes (the “living constitution”). Less frequently considered are the ideas, models and images the framers had in mind about human nature and the character of government itself when they set about the task of founding the new nation. This course will review the founding documents with these issues in mind. It will begin with a survey of the major philosophical influences in the 150 years before the founding period, with excerpts from the writings of such figures as Hobbes, Locke, Montesquieu and Blackstone. Next, it will consider the framers’ own writings during the early revolutionary period leading up to the Declaration of Independence and the drafting and adoption of the Constitution. Finally, it will look at the post-constitutional debates regarding federalism, the separation of powers and slavery. Throughout the course consideration will be given to how useful these ideas are for the contemporary interpretation of the Constitution. Competencies: A3G, H1C, H4, FX. Faculty: Robert Shapiro
HC 218
THE INSTITUTION OF URBAN HEALTH CARE
Undergraduate
This course will examine the health issues of people who live in large metropolitan areas generally, with a specific concentration on the treatment of the mentally ill. We will also look at the political economy of urban health care delivery. Many cities like Chicago are experiencing an increase in the numbers of individuals diagnosed with mild, moderate and/or serious Mental Illness. Often these individuals are dually diagnosed with Substance Abuse, TB and/or HIV/AIDS. This increase brings with it the exacerbation of social pathologies such as violence and homelessness. At the same time, the health care providers are consolidating, and many community treatment facilities have closed, putting additional strain on the public health care system. We will discuss the response of several large cities to these challenges and the relative influence of their own urban economics upon that response. Each class will be devoted to discussion and analysis of specific topics. The topics will be indicated in advance for each class. The course will be conducted primarily in a seminar format, which requires that each student come to class prepared to participate in the discussion. Competences: H-1-H, H-2-A, S-3-B, F-X. Faculty: Constance Williams

HC 219
DEAD MAN WALKING: AN AMERICAN STORY
Undergraduate
Dead Man Walking, the non-fiction account of Sister Helen Prejean's experience on Death Row, has had a major influence on discussion of violence, poverty, civil rights, criminal law, and social justice in the United States. Her first hand description of accompanying a condemned man to death inspired a film, an opera, and a play. Her written work and activism have impacted decisions by Pope John Paul II, numerous governors; senators; prosecuting and defense attorneys; and families of victims and prisoners. Sister Helen has formed organizations to assist victims of crime as well as the families of the condemned. In 2011 she donated her papers to the archives of the DePaul University library. This spring, as the archive opens its first display, she will be on campus for a week to meet with students to discuss her work. In this course, we will study her work and make opportunities to spend time with her as we think through questions her works raise. Students may elect to participate in a dramatic reading of the play. Competences: A1C, H1D, H4, FX. Faculty: Susanne Dumbleton

HC 220
WORLD RELIGIONS & INTERFAITH DIALOGUE
Undergraduate
This course is an introduction to world religions and interfaith dialogue in theory and in practice. It has three broad themes moving from the general to the specific: 1) a comparative study of the five, historical religions - Hinduism, Buddhism, Judaism, Christianity and Islam; 2) a survey of interfaith dialogue? its history, objectives and methods; and 3) an exploration of the interfaith movement in Chicago beginning with the Parliament of World Religions in 1893 and ending with a close look at the practice of Interspiritual dialogue? pioneered by the late Brother Wayne Teasdale. Competences: A3X, H3X, L7, H5. Faculty: Rebecca Armstrong

HC 221
FAMILY VALUES: PARENTING IN CULTURAL CONTEXT
Undergraduate
In this course participants will have an opportunity to think about their family values and goals for their children. Individuals will first reflect on how their own ethnicity, culture, gender, social class, etc. impacted their values and self development and identity. They then will collaborate with classmates to see if there is some consensus on shared or universal values. By listening to others value choices we better understand our own values and the challenges of putting our beliefs into practice. Participants can partner to help each other plan an interaction with someone with very different values e.g. talking to a fellow parent who believes in spanking. How can we do this in a respectful way? We will use Harriet Heath's book “Using your values” to answer that question and guide our journey. Competencies: H5, FX, L7, H3B, A3X. Faculty: Dana McDermott is a developmental psychologist and certified family life educator and a member of the SNL Resident Faculty.

HC 222
LANGUAGES AND CULTURES OF THE WORLD
Undergraduate
Language - culture touches many of the most vexing and intractable contemporary sociopolitical problems, and may very well be a pathway for solutions as well. Through selected discussions, presentations, and readings, students will confront the key issues involved in language - culture. The process will focus on self-discovery as the chief method of relating to and understanding the practical ramifications of a world with a variety of world views expressed through cultural and linguistic means. Students can expect to broaden their own horizons considerably as they participate in group discussions of contemporary issues and problems. Students will select and define a specific topic for research and present findings to the group. The linguistic - cultural skills acquired through group discussion, class interaction, and guided research will equip students for practical, empathetic living in the complex multi-cultural world of the 21st century. Pre-1999 Competencies: HC-1, HC-2, HC-X. BA-1999 Competencies: H-1-E, H-1-F, H-5. Faculty: Thomas Klocek

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HC 223
MONEY, FINANCE, AND CRISES
Undergraduate
Money has become such an integral part of our everyday life that we take its everyday use, whether physically or electronically, for granted. Yet the reach of money goes far beyond what we experience. Money is much more involved in the inner workings of the economy through the interaction of financial markets (bond markets, stock markets, foreign exchange markets, etc.) and financial institutions (banks, mutual funds, insurance companies, pension funds, etc.). Financial markets and institutions everywhere, and particularly in the U.S., influence the trillions of dollars that flow daily worldwide. Their impact on the welfare of nations and on the capacity of the economy to produce goods and services becomes evident when one looks at the Great Recession, which started in 2008. The goal of this course is to provide a working understanding of many issues through the study of money, banking, and financial markets. Competencies: H1X, H2X, H5, S3X, FX. Faculty: Ludovic Comeau, Jr.

HC 224
UNDERSTANDING AND CREATING ADVERTISING
Undergraduate
The average American is bombarded with at least 6,000 advertising messages a day. While highly controversial, advertising is key to our consumerist and capitalist society. This course will focus on the basic principles of advertising, including media, creative development and production; the history of advertising; and the uses of marketing research to develop an advertising campaign. Students will read books, articles and view videos on advertising. They will be asked to write 2-3 short analyses of their reading assignments, and use the advertising encountered in everyday life for a series of 2-3 analytical assignments. There will also be a short paper on the advertising topic of their choice. The class will work in teams to develop and advertising campaign that will be presented during the last day of class. Outside speakers currently in the advertising profession will be invited to the class. Competencies: L7, H1C, H2G, FX. Faculty: Dorothy J. Balabanos

HC 225
DEVELOPING AND APPLYING EFFECTIVE LEADERSHIP SKILLS
Undergraduate
This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communication, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and case studies. Competencies: A3X, H2F, H3X, FX. Faculty: Mary Lou Lockerby

HC 226
CITY SHAPERS
Undergraduate
Chicago has been a city of “characters.” This course will examine the lives of people who have made specific contributions to Chicago and its history as entrepreneurs, politicians, social reformers, artists, builders, and spiritual leaders. Key economic, political, and social developments in Chicago’s history will form the overall framework for the study of individual contributions. When appropriate, comparisons will be made with individuals who shaped other urban centers. Students will gain a working knowledge of Chicago’s history and culture in this course, and an appreciation of the men and women who shaped the city. Competencies: A-1-X, A-2-C, H-1-X, F-X. Faculty: Timothy Hill

HC 227
FROM WORKSPACE TO PLAYSPACE
Undergraduate
Transformative learning is one of the most active new areas of adult learning practice and research. This type of learning centers on adults’ experiences of significant shifts in their perspectives, ways of making meaning, and self-concepts as they engage in new learning and sometimes disorienting life experiences. It also includes the development of new capacities and positive changes that lead to increased freedom, flexibility, and confidence. This course is for anyone who is interested in being more mindful of transformative learning opportunities in their own life, and who wants to learn to make space for transformative learning in a range of educational and organizational settings in the role of educator, trainer, facilitator or manager. This is a highly participatory course where students will learn key theories of transformative learning as they reflect on their own learning experiences, and those of their learning colleagues. In addition to their own experiential learning and reflection, students will collaboratively develop strategies to guide such learning in their own work and practice settings. Competencies: A3A, H1I, H3G, FX. Faculty: Pamela Meyer

HC 228
PRESENTATION SKILLS FOR THE WORKPLACE
Undergraduate
This five week course will introduce students to presentation skills needed in the workplace. Students will discover the importance of speaker integrity, listening habits, and audience considerations. Through practice, students develop self-confidence and competence in the mechanics of preparing and researching, organizing, outlining, and finally, delivering the presentation. Students will choose to deliver an informational or persuasive presentation. Emphasis will be placed on group problem solving and leadership communication. You may only register for one competence. Pre-'99 Competencies: HC-S, WW. BA'99 Competencies: H-3-E, F-X. Faculty: Don McKay
HC 229
CIVIL RIGHTS: A MODERN APPROACH
Undergraduate
What exactly are civil rights? Where do these rights come from and how does modern society deal with them? This course will deal with constitutional protections and safeguards currently called “Civil Rights.” We will explore the role of government in these civil rights and how that role has evolved. Students will analyze various court decisions, current events and their own experiences in order to examine the relationship between government agencies (such as police and fire departments and boards of education) and citizens. The focus of this course will be on how modern society should handle civil rights issues which involve race, gender, disability, education, employment and privacy in the 21st Century. Competencies: A-1-D, H-1-F, H-2-A, F-X. Faculty: Geri Yanow

HC 230
MINISTERING IN A WORLD OF CONFLICT AND INJUSTICE
Undergraduate
The service of faith is inseparable from the promotion of justice. In this course, students will learn about social justice issues in contemporary Africa, with particular attention to various types of conflict. Each student will also identify a social justice issue that is associated with their future ministry. They will explore that issue and examine how their ministry might address it. Particular attention will be given to specific strategies that they can put into practice. Since the process of addressing fundamental social injustices is often a lengthy and complex one, the students will learn about long-range strategic planning and the organization and management of resources. Each student will design and complete an independent learning project in this course related to their Focus Area. Through this course, therefore, students will develop and demonstrate their competence to analyze power relations among racial, social, cultural, or economic groups in Africa and to create strategies that could address those issues in their ministry. Competences: H4, FX

HC 231
ORGANIZATIONAL PROBLEM SOLVING
Undergraduate
This course will integrate theories of organizations at different levels of analysis (micro/intra- and interpersonal, and macro/organizational), and a problem-solving process that managers and executives can use to identify and resolve organizational problems. Students will work through multiple cases of organizational problems at all levels in small groups and the entire class. They will learn to apply a 4-step process to diagnose and resolve organizational problems: 1) identify the problem; 2) diagnose root causes using the “Five Whys” technique; 3) identify possible solutions; 4) evaluate solutions and choose optimal one(s), taking into consideration likelihood of success and difficulty of implementation. Students will apply basic theories of Organizational Behavior (OB), including individual (motivation, satisfaction); interpersonal (group processes) and organizational (structure, process) to the situations. Competences: H2X, H3A, H5, FX. Faculty: Beth Rubin

HC 232
LEADERSHIP ACROSS THE GLOBE
Undergraduate
What makes a good leader? Are leaders influenced and formed by time and place or are great business, humanitarian and political leaders born to their destiny? What characterizes a good leader in our interconnected world and what leadership lessons can we learn from the past? Globalization has become the buzzword of the early 21st century. To some, it is a curse manifested in economic outsourcing, destruction of the rain forest, exploitation of low-wage workers by multi-national corporations, human rights violations, and environmental degradation. Proponents, however, would argue that globalization, a phenomenon that has been going on since recorded history, has produced great benefits to many around the world. Why has a word that has been in our English vocabulary for little more than the past 40 years recently become such a polarizing term, often a focal point of hostile passions that have erupted in violent protests? What exactly is globalization? Where did it come from and who led us here? Why is it seemingly everywhere? What do we need to learn and do to thrive as citizens and leaders in the global community? These are just a few of the questions we will address in Contextual Leadership. Students in this course will examine the phenomenon of globalization, the special challenges that globalization poses to each of us, and identify and demonstrate the lessons you have learned that are relevant to the creation of your own leadership development plan. Competences: FX, H5, H1X. Faculty: Greg Gilmore
HC 233
CHRISTIANITIES: ANCIENT, MODERN, GLOBAL
Undergraduate
A close reading of the New Testament reveals a diversity of beliefs and practices that developed when people of different cultures accepted the preaching of early Christian missionaries. The engagement of later Christian communities with an even greater variety of cultures has contributed to the spread of various ideas, practices, and institutions--religious and secular--to many parts of the world. Meanwhile, local and regional expressions of Christianity reflect the influence of the cultures with which they have interacted. This course will identify some of these varied expressions of Christianity and will explore the development of "modern" culture both as a consequence of, and a reaction to, the dominant role of Christian beliefs and practices in many European cultures. We will also consider the impact of the rejection of modern values by some believers, which has led to profound divisions within many Christian denominations. The course will investigate how Western Christianity may have contributed to the various cultural phenomena that are associated with globalization. At the same time, we will also address the criticisms of globalization by many Christians and communities of Christians throughout the world. Competences: A3X, H2X, H3G, H5. Faculty: Kevin Buckley

HC 234
GREAT MILITARY ENGAGEMENTS OF THE 19TH & 20TH CENTURIES: STRATEGIES, PERSPECTIVES & IMPLICATIONS
Undergraduate
This course covers and brings into focus the strategies, perspectives, and implications of key American military engagements of the nineteenth and twentieth centuries. The specific engagements covered are the Texas War for Independence, the Mexican-American War, the American Civil War, World War I, World War II, and the Korean War. Landmark battles from the above mentioned conflicts will also be covered. These battles include the Alamo, Veracruz, Gettysburg, Meuse-Argonne, Pearl Harbor, the Battle of the Atlantic, Midway, Ploesti, Leyte Gulf, and Inchon. These engagements will be discussed and analyzed in the context of their impact on the course of American and world history, as well as in relation to their political and social ramifications. The course also explores aspects of military thought and theory, along with strategic principles of warfare. Competences: H1F, H2E, H2X, H5. Faculty: Thomas Bottum

HC 235
CHILD, FAMILY AND COMMUNITY RELATIONS
Undergraduate
This course addresses the work of caring for children from a variety of perspectives. It is designed for students currently employed or planning to work in childcare settings, and for those who want to learn more about the social, cultural, and economic dimensions of (paid or unpaid) caring work. We will therefore examine how cultural differences influence child-raising patterns, and how positive and productive working relationships with families within the context of the urban community need to take these differences into consideration. We will also discuss the many different skills and responsibilities that comprise all types of caring work, and examine why caring work receives very little public or corporate support. We will identify the values and ethical beliefs that would make it a shared social responsibility, and that would productively acknowledge the interdependence of state policies, markets, communities, and families. Competencies: A3X, H2X, H3X, H4, FX. Faculty: Mechthild Hart

HC 236
US BUSINESS AND THE POLITICS OF TRADE
Undergraduate
Understanding the relationship between U.S. business and government in the creation and execution of trade policy is more important than ever. In a period of intense economic change, financial instability and changing power structures, we should have a greater appreciation for how interest group politics affect decision-making in the United States and abroad and how policy choices are made. With the rise of emerging markets such as Brazil, Russia, India and China (BRIC), the United States and Europe no longer fully control global institutions like the World Trade Organization. The traditional key players in the international marketplace - and the businesses originating in those countries - must adapt to new challenges, opportunities and commercial flows in order to ensure successful global business. In this class, we will examine why individuals and countries engage in international trade and what are the benefits and challenges created by import and export flows. We will determine how business and government in the United States have interacted over time to create policy and adapt to changing economic realities. We will look at the challenges U.S. businesses have confronted in marketing products and investment abroad. And we will explore the programs and policies the U.S. government has adopted to address those overseas challenges, taking into consideration the priorities and ideologies of a range of domestic and overseas stakeholders. We will compare the U.S. public-private partnership model and interplay with those of selected foreign countries. Competences: H5, H2X, A3X, FX. Faculty: Marian Barell
**HC 237**  
**EFFECTIVE INTERPERSONAL COMMUNICATION IN THE WORKPLACE**  
**Undergraduate**  
This course will help students identify important dimensions of interpersonal behavior and the shapes that two-person relationships can take. Major causes of unhealthy relationships will be examined. And ways interpersonal participants can act to improve the health of their relationships will be considered. Specifically, this course will examine the role of perception in communication, the uses and misuses of language, nonverbal communication, the dynamics of interpersonal communication, and the management of conflict. The course will be a mix of theory and practice. Major concepts relating to interpersonal communication will be explained by tying them to concrete examples. Along with the required test we will read selected material from psychiatrist Victor Frankl. Three short self-assessment quizzes, covering material from the text, will be given during the term.

**HC 238**  
**LATIN AMERICA IN A GLOBALIZED WORLD**  
**Undergraduate**  
Where is Latin America as a region headed? This course will begin with an historical overview of the Latin American continent focusing on class structure, racial/cultural dominance, economic development, church-state relationships, and the role of the military in government. Students will investigate how Latin American countries are negotiating the challenges of globalization in four areas: technology, trade, migration and culture. They will assess the extent to which their institutions and international alliances facilitate or hinder individual countries to meet these challenges for the benefit of their people and their society. Competences: A3F, H5, H1E, H2E. Faculty: Barbara Kraemer, OSF

**HC 239**  
**GLOBALIZATION: WINNERS, LOSERS AND SOCIAL JUSTICE**  
**Undergraduate**  
This course begins by exploring several definitions of globalization as a contemporary system that defines and names our current world. It then focuses on major beneficial and harmful affects of globalization in four areas: societies around the world, developing nations, the United States and social justice. Topics include the role of globalization in trade, culture, local economies and multinational corporations. Students will research and discuss the beneficial and harmful aspects of globalization and examine statistics, then formulate their own informed opinions. Each module is addressed during two weeks of BlackBoard discussions: in the first week of each theme, half the class presents the beneficial aspects of globalization and the other half presents the harmful aspects of globalization. In the second week's discussion on each theme, after students read arguments from the opposite perspective, they will express and support their own analysis. The course concludes with an analysis of the affect of social justice and corporate social responsibility on globalization. Competences: H5, H1C, FX. Faculty: Patricia Szczeresa

**HC 240**  
**SOCIALLY ENGAGED SPIRITUALITY**  
**Undergraduate**  
(*NOTE: This course will be required for alumni of the ISMM alumni of the ISMM diploma program.) Transformative ministry requires that ministers develop and sustain a holistic spiritual practice that is personally meaningful. An effective personal spirituality deepens one's engagement in society and collaboration with others. In this course students will explore holistic models of spirituality for personal and social transformation. They will develop the skills necessary for collaborative ministry and for cooperation with others for the sake of integral human development. Through this course, therefore, students will develop and demonstrate their competence to explore a model of spiritual development and apply it to oneself or others and to learn collaboratively and examine the skills, knowledge, and values that contribute to such learning. (2 competencies) L7, A3B

**HC 241**  
**MINDFUL EATING, CONSCIOUS LIVING**  
**Undergraduate**  
Obesity, eating disorders, and a range of psychological distress and dissatisfaction related to physical appearance and body image are approaching epidemic proportions in our culture. Despite having more knowledge and easily accessible information about how to eat, what to eat, and when to eat, the problem is not going away. While the greatest impact of these problems is on the individual, they also affect family members, friends, co-workers, and our society at large. The obsessive search for perfection has spawned a plethora of new products and procedures in the fields of medicine, pharmaceuticals, nutrition, holistic healing, cosmetics, fitness, and food marketing, which inundate and overwhelm consumers who are eager for quick fixes at any cost. At a time when medical costs are sky-rocketing, our society is losing the battle with obesity, the number one (and most controllable) underlying cause of costly and life-threatening illnesses. The first part of this course will examine the role cultural beliefs, norms and social institutions play in this ever-increasing problem. Specifically, we will study how marketing, mass media and the advertising industry influence our beliefs and behavior and undermine our ability to make thoughtful conscious choices in general, but particularly when it comes to food choices and eating behavior. The second half of this course will be devoted to studying and utilizing mindfulness practices (meditation, imagery, relaxation, mindful eating, etc.) specifically designed to enhance awareness, provide insight, and transform our beliefs, attitudes and relationship with food. Becoming fully conscious of the decisions and choices we make about food and eating opens the door to conscious living in all areas of our lives. Competences: H2G, H3X, A3X. Faculty: Carol Friedman
**HC 242**  
**ACTING UP - USING THEATER & TECHNOLOGY FOR SOCIAL CHANGE**  
Undergraduate  
Theater and political protest. Media activists and anti-globalization. Online Flash movies for sustainable development. Hip Hop and voter registration. These are just a few of the ways art and social change are coming together. Technologists, artists and activists are blending their approaches, strategies and tools in a creative stew for progressive social change. This class will examine how social change activists are using theater and technology to achieve their change agendas. The class will: (1) Give students a foundational understanding of the principles and practices of direct action organizing, (2) Expose students to innovative and non-traditional strategies and tactics for mobilizing for social change, (3) Investigate organizations who are engaged in creative social change, and (4) Give students experience in using online features such as YouTube, SlideShare, wikis and uploading tools. Proficiency in PowerPoint and ability to learn Internet-based tools required. Competences: A3X, H1I, H2X, FX. Faculty: Thomas Tresser

**HC 243**  
**STRESS MANAGEMENT AND BEYOND: WELLNESS AS A WAY OF LIFE**  
Undergraduate  
This course begins with an examination of the role stress plays in our lives, but is primarily focused on creating wellness in human systems. In addition to exploring causes and effects of stress, students will study the connection between stress (illness)/wellness and a variety of human needs, conditions, functions, faculties, behaviors, and modes of expression. The course provides students with the opportunity to assess their placement on the illness-wellness continuum and to investigate the beliefs, behaviors, and habits that prevent them from expressing their highest potential and realizing optimal health. Classes are highly experiential and designed to introduce students to a variety of practices and techniques for enhancing awareness, managing stress and increasing overall health and wellness. Competencies: H3F, S2A, S3B, S4, FX.

**HC 244**  
**FACILITATING ORGANIZATIONAL CHANGE**  
Undergraduate  
The changing capabilities of today's companies rest in the quality and competence of all employees. Effecting change from a holistic perspective requires change agents get to the root cause of problems and consider cross-functional and interdisciplinary approaches to solving business problems. The emerging demand for effective management raises several questions: What is it that we do well or should do better? How can we be more responsive to market needs? How can we do things right the first time? How can a holistic approach to change allow more effectiveness in addressing business challenges. Through readings, case studies, lectures, discussion, guest speakers, group projects and written assignments, students will examine holistic approaches to change, assessing organizations and their external environments, manager's roles, and the implications of diversity and technology. Pre-1999 Competencies: HC-5, HC-F, WW. BA-1999 Competencies: H-2-C, H-2-X, F-X. Faculty: Ulwyn L. J. Pierre

**HC 245**  
**COMMUNITY-BASED, FAITH-BASED AND NON-GOVERNMENTAL ORGANIZATIONS**  
Undergraduate  
(*NOTE: This course will be required for alumni of the ISRF diploma program.*) During their professional ministries, students will work with or for many different types of community-based, faith-based, non-governmental and international organizations. The more students understand about how such organizations are structured and function, the more effectively they will be able to collaborate with them and carry out their own ministries. In this course, students explore different models for organizing, managing, and leading such organizations. They will examine topics related to mission, governance, accountability, and resource development. They will investigate particular opportunities and challenges that such organizations face in Africa today. Through this course, therefore, students will develop and demonstrate their competence to identify an organizational problem and design a plan for change based on an understanding of change theories or models and to use two or more organizational theories in the analysis of one's experiences in an organization. (2 competencies) H2C, H2D.
HC 246
LANGUAGE AND LANDSCAPE
Undergraduate
What is language and how do we use it? How do our languages help shape our worldview? How does language construct our landscape and how we understand it, and, in turn, how does landscape influence language? Why do we forget? or lose? languages? What is lost when a language disappears? or ceases to be spoken? What are the relationships between globalization and language? How are language and thought connected? How does language contribute to power? How are names and things and power connected? What is natural? in the world? How much have migration, colonization, and globalization changed the landscapes of the world? Why do we have the gardens we have? This class explores questions about language and its interconnection with the world; how language shapes culture; how intercultural miscommunications occur; how landscapes and unique environments have changed through immigration, migration, colonization, and globalization. In the first part of the class, we will examine living languages, as well as some of the world’s threatened and dying languages, which, if trends continue, will likely decline from 6,000 still spoken today to approximately 500 by the end of the 21st century. We will examine how language shapes our understanding of the world, and how this can vary as a result of landscape. We will explore how language interacts with landscapes in the evolution of unique and varied worldviews. In the second part of the class, we will widen our scope and consider the changes in the landscape and our linguistic understanding of the landscape. Competencies: A1C, A5, H1A, H5, H1X. Can be taken for up to 3 competences. Faculty: Michael Reynolds.

HC 247
ALL THAT JAZZ
Undergraduate
George Gershwin said that jazz has contributed an enduring value to America in the sense that it has expressed ourselves. In this course, we have an opportunity to become familiar with the figures and genres associated with classic and current jazz. Class time will include listening to recorded examples from major currents in the history of jazz. Time will also be allotted for presentations concerning the present jazz scene in Chicago, as well as the future of jazz. Emphasis will be on the values expressed in this classic art form, and the perceptions and place of jazz today. Competencies: A5, A1X, H1X, H4. Faculty: Rebecca Schwan

HC 248
THE TRIPLE AXIS: RACE, GENDER, AND CLASS IN THE UNITED STATES.
Undergraduate
We will explore how issues of race, gender, and class have intersected in struggles for equality in the United States. Our exploration will range from the struggle for racial equality to the struggle for gender equality. Stereotypical thinking, cultural and class labels, and unexamined assumptions often play a pivotal role in the power relationships that have characterized these struggles. We will look at social, political, economic, and cultural factors that have influenced our behavior and contributed to our self-perceptions and our views of others.

HC 249
NONPROFITS: A GUIDE TO A MULTI BILLION DOLLAR BUSINESS
Undergraduate
In the wake of the East Asian Tsunami, Hurricane Katrina and cuts in federal programs, the nonprofit sector has increasingly played a significant role at the local, national and worldwide level. A multi-billion industry, nonprofits provide essential services in many forms including education, enhancement of the arts and social welfare programs. This course explores the role of nonprofits in the US, the practical methods nonprofits employ and the differences in working in and managing a nonprofit organization from a for-profit venture. Using hands-on case studies and learning from nonprofit managers, students will demonstrate competencies through class participation, each student will have the opportunity to create a nonprofit business plan and examine emerging issues in nonprofit management. Competencies: H1X, H2A, S3D, FX. Faculty: Rebecca Lindsay-Ryan

HC 250
OCCUPATIONAL ANALYSIS & CHANGING LABOR MARKETS
Undergraduate
What are the elements of modern occupations, and how do they shape the development of emerging labor and educational markets? Knowing the past and present contours of contemporary work roles is crucial to judging the future shape and stability of labor and occupational markets. Students in this course learn the basic tenets of occupational analysis: The identification of work roles, their organizational or institutional function, and the potential each holds to generate or resolve conflict. We examine key current and emerging labor market conditions as a context for changing occupational and education norms and indicators. Students apply theoretical knowledge to the contemporary conditions of at least one labor market sector, analyzing selected qualities of its occupational base. Competencies: H2X, H5, S3X, FX. Faculty: Corinne Benedetto
HC 251
GLOBAL PERSPECTIVES ON WOMEN’S HEALTH: A MULTIDISCIPLINARY APPROACH
Undergraduate
Why are the risks and outcomes for breast cancer in the U.S. different for women from different racial and ethnic backgrounds? What are the factors influencing the infant mortality rate in poor countries? Do you differ from factors in the U.S? What factors contribute to high maternal mortality in poor countries? How does women's work influence their health in Viet Nam or India? Is domestic violence primarily a problem in wealthy nations? These kinds of questions have complex, and not always complete answers, and they represent the kind of inquiry undertaken in this course. We will examine health issues for women in various locations around the world, and the underlying factors contributing to these problems. By doing so, we further our understanding of how biological factors interact with behavioral, social and environmental factors to shape our experience of health, how this is related to development, and the need for social action. Learning experiences will include presentations/discussions, readings, cooperative group activities, and reflective writing. Competencies: H-5, H-1-I, H-1-B, S-2-A. Faculty: Marjorie Altergott

HC 252
TOPICS IN AFRICAN-AMERICAN HISTORY: CULTURE, PROTEST AND THE MEDIA
Undergraduate
This course will cover various topics in primarily 20th century American History from an African-American perspective. Students will be asked to participate in course discussions and read from selected articles and books in three broad areas that include the impact of African-American literature and art on American culture, resistance, protest, and strategies for political and economic change, and the historical interplay between African-Americans and the US media. Course readings will be supplemented by videos and recordings and one field experience. The course is offered for the following competencies: H-4, H-1-X, A-3-X, H-2-G, FX. Faculty: Nancy Davis

HC 253
PRAIRIE INDEPENDENCE DAY
Undergraduate
In the 19th century, Chicago evolved from a largely uninhabited wilderness to an industrial and economic center of the United States. This class will examine this evolution from the perspective of evolving public celebration in the 1800’s. Independence Day (and its ritual cousins, Thanksgiving and New Year Days) was celebrated passionately by the non-indigenous settlers of Illinois. Emerging political institutions often sponsored events on these holidays to promote their political agendas. Religious and employment related groups did this as well. Local leadership often drove the organization of local festivals with fireworks, food, fraternity, pageants, games or parades and other activities. Such holidays served to allow the populace rest, let off steam, show off and indulge appetites. However, these same gatherings were ideal for the group discussion of current events and political issues. The class will trace the mutual influence of festivals and the development of Illinois in the 1800’s. A cornerstone of the class will be a visit to a public Living History Museum, where re-enactors live the life of the period examined. This one competence class will be held for three three-hour evening classes and one Saturday six-hour class. Competences: H4, H1F, H1X, H3G, H3X, A1G, A1X. Faculty: Jill Joachim

HC 254
THE CONSTITUTION: THAT DELICATE BALANCE
Undergraduate
This course examines the U.S. Constitution as the institutional framework of our government, with primary focus on the separation of powers and checks and balances provided to prevent one branch of government from dominating our government. The constitutional tensions created by this system of government are illustrated by the Watergate and Iran-Contra scandals and by a study of the war-making powers of the Executive and Legislative branches. Students will learn through the use of lectures, student research presentations, assigned readings, and the viewing of a series of videotapes dealing with course topics. Competencies: H-1-D, H-1-F, H-2-X, F-X. Faculty: Jack Moran.

HC 255
DIMENSIONS AND IMPACTS OF CULTURAL DIVERSITY
Undergraduate
This course offers the opportunity to question the meaning of individual and group differences, and to assess and diagnose related social problems while investigating ways to address and, hopefully, consider solutions for them. Students will review critical issues such as those of social power, privilege, and aggressions impacting diversity. Students will develop and apply leadership skills along with multicultural competences in career development as well as counseling and advocacy in difficult social situations. They will have the opportunity to share their experience or knowledge in one or more key areas of diversity. The emphasis is also on assessing the implications of one's cultural origination, gender issues, sexual orientation and more. Students will gain and demonstrate the competences through classroom projects and activities, weekly written assignments, and discussions. Competences: H1X, H3H, H4, H5, FX. Faculty: Joseph Janvier
HC 256
FUNDRAISING FOR NONPROFITS
Undergraduate
This course will provide students with an overview of the core concepts and skills involved in creating a not-for-profit organization's development program. This will include discussions on how one develops, implements and assesses a strategic fundraising plan. The purpose of this course is to help students: Increase knowledge of the ethics and philosophies of fundraising; Gain information regarding the methods utilized to raise funds for not-for-profit organizations; and, develop an understanding of how to manage the nonprofit fundraising process. Field trips and guest speakers will provide opportunities for students to meet people active in grant writing and grant making. Each student will write a funding proposal during the course. Competencies: H1X, H2X, H3X, FX. Faculty: Ellen Benjamin

HC 257
PARTICIPATION AND DEMOCRACY IN AMERICA
Undergraduate
This course studies a famous question of American democratic theory: why don't more Americans participate in the political process? Different forms of participation will be discussed, with a primary focus on voter turnout. We will investigate some famous proposed answers including individual scarce resources, social-psychological factors and legal-institutional barriers. Special attention will be paid to inequalities in participation and the ongoing 2008 elections. Students will have the option of participating in the latter as one of the course competencies. Competences: A3A, H3A, H4, S1A. Faculty: Zachary Cook

HC 258
MULTICULTURALISM AT SCHOOL: WHAT YOUR CHILDREN LEARN ABOUT WORLD CULTURE
Undergraduate
Possible topics include: 1) The difference between traditions and values; 2) How schools handle multiculturalism; 3) How kids grasp “difference,” and 4) Defining the dominant culture and discussing how it handles new, or minority values. Competences: H4, H1X, H3X, S2X. Faculty: Jean Richine

HC 259
CHICAGO POLITICS: IT “AIN’T BEAN BAG!”
Undergraduate
Forget the Cubs. Forget the Sox. Forget the Bears, the Bulls, the Blackhawks. Politics is Chicago’s number one spectator sport. That’s because politics in Chicago touches almost all aspects of city life from trash collection and parking to social services, taxes and cultural festivals. Chicago’s politicians are often flamboyant and entertaining, although sometimes corruptible figures. (Since 1972, 28 aldermen have gone to prison.) Chicago politicians both delight and enrage voters and are constant ?front page? news. This course will introduce Explore Chicago students to Chicago’s political institutions: City Hall, the city’s system of 50 wards, its current aldermen and women, its city council, its mayor, its elections, and its raucous history of scandals and reform movements. Students also will debate contemporary political/social issues which come before the Mayor and City Council during the Autumn Quarter. Students also will explore the history and exploits of some of Chicago’s most memorable mayors and political ?bosses? from Long John Wentworth, who guided the city during the civil war; Carter Harrison I, who presided over the 1893 Columbian Exposition; Big Bill Thompson, who encouraged and protected bootleggers; reformer Anton Cermak who stood as a ?reformer? against the mob, only to be assassinated; Ed Kelly who rebuilt the Democrat ?machine? during the 1930s Depression and 1940s War Years, and built the subways; ?Boss,? Richard J. Daley, who directed Chicago’s post-war building and highway boom that made Chicago into a national urban ?model;? Jane Byrne, the city’s first and only female mayor, who beat the ?machine? of which she was once a prominent member; Harold Washington, Chicago’s first and only African-American mayor, who brought a sense of racial justice to the city after decades of discrimination; Richard M. Daley, whose public works and ?education reform? agenda elevated Chicago to ?world-class? city status; to Chicago’s newest mayor, elected in the spring of 2011. Competences: A3X, H1C, H2F, H4 Faculty: R. Craig Sautter

HC 260
THE CHRONIC ILLNESS EXPERIENCE: PERSONAL, MEDICAL AND PUBLIC PERSPECTIVES
Undergraduate
Through readings, observation and analysis, interviews, and reflection, students examine the internal experience of chronic illness as well as the challenges patients with chronic illness face in the workplace, the community, and within institutional health care settings. Students are asked to examine ethical issues involving class, socioeconomics, and social justice as they pertain to biological understanding of chronic illness, and are also asked to evaluate organizational and community responses to chronic illness in an effort to promote respect and tolerance for patients with chronic illness. Competences: H4, H2B, FX, S3B. Faculty: Laurie Edwards & Lynn Royster
HC 261
THE JOURNEY OF LEADERSHIP THROUGH ANCIENT GREEK LITERATURE
Undergraduate
Leadership is a journey. Odysseus, a well respected leader in the ancient Greek literary world, portrays leadership in the Trojan War that can be used today. To read Homer's Odyssey as a high school student is to read an adventure story; to read it as an adult student is an opportunity to read it as a story of a personal journey of leadership. Reading ancient epic literature such as Homer's Odyssey in a leadership course allows the student to read through the lens of leadership, pulling contemporary lessons and ideas from this classic epic. This course provides an opportunity to read, reflect and discuss the many lessons that can be found in classic literature. A close reading of Homer's Odyssey, along with other articles on myth, archetypes, and leadership theories and practices, will allow the student to align their current leadership practices to ideas formed by Homer and expand their thinking in the arena of leadership. Reflecting on these readings, along with some structured journal exercises, will create alignment between what is often thought to be ?old? text, generating new ideas on how leadership lessons can be applied to contemporary issues. The student will be able to apply these ideas to various leadership roles at work, at home or in their communities. Competences: A1X, H1X, H3X, FX. Faculty: Lori Neblung

HC 262
INTRODUCTION TO ARCHITECTING SYSTEMS
Undergraduate
This course teaches general principles, approaches and ways of thinking about architecting and building complex systems such as buildings, computer systems, aircraft, telecommunications networks, development methods and similar systems. We will use a combination of lecture, discussion, storytelling, experiential simulation and student-driven inquiry. Competencies: A5, FX, H2C, H2X, A1C, A1X, S3F, S3X. Faculty: Daniel Starr

HC 263
CIVIL RIGHTS: FORCES AND COUNTER-FORCES SHAPING AMERICAN SOCIETY
Undergraduate
The civil rights movement of the 1960s resulted in a radical shift in the way American society defines itself. Almost forty years later, race and gender relations remain controversial legal and political concerns in our society. This course will explore the historical factors which led to the civil rights movement and analyze the landmark laws and court decisions that regulate our race, gender, and employment relations today. Team-taught by sociologist Pat Ryan and attorney Susan Alvarado, students will examine the social, legal and philosophic underpinnings of the federal anti-discrimination laws and the realities that shape our civic and business lives. Competencies: A-1-D, F-X, H-1-F, H-2-A, H-4. Faculty: Pat Ryan

HC 264
GLOBAL CAPITALISM: BENEFITS, CHALLENGES, AND DANGERS FOR THE 21ST CENTURY
Undergraduate
In this course, students will seek to understand global capitalism and explore how it developed and its impact on their careers and communities in the 21st century. We will begin by charting the historical development of capitalism from a local phenomenon in Renaissance Europe to today's multi-national corporations operating in a global marketplace. Topics for discussion will include the growing interdependence of national economies, how interdependence causes one nation's economic problems to affect others, and the problems inherent in attempting to regulate multi-national corporations. Finally, this course will compare the dangers of global capitalism with its opportunities within the context of social responsibility. Pre-1999 Competencies: HC-2, HC-3, HC-X, WW. BA-1999 Competencies: H-1-C, H-1-F, F-X, H-5. Faculty: David A. Steiger

HC 265
BLACK WOMEN IN THE CHURCH AND SOCIETY
Undergraduate
We will explore the religious, social, economic, and political history of African American women. This history will be analyzed within the context of the Black Christian Church and the role it plays in shaping the views of spirituality and leadership among African American women. Focus will be placed on the intersection between religious involvement, spiritual development, and social change. Students will discuss how these factors impact the African-American woman's perception of herself and how these perceptions influence her involvement in the fight for social justice. We will use readings, discussion, short papers, oral presentations, a take-home midterm exam and a research paper. Competencies: H4, H1F, H2A, H3B. Faculty: Cynthia R. Milsap
HC 266
ELECTION 2012: DEMOCRACY IN ACTION
Undergraduate
The 2012 Presidential Election is upon us. Its significance will be far reaching both in the United States and around the world. Students in this course will examine the process of democracy and its significance and importance to their lives and their futures. The 2012 Presidential Election will serve as the background for the practical application of concepts learned. A variety of learning strategies will be utilized including independent and group research, debates and video presentations. The course content will review the history of elections and political campaigns in the United States and abroad. The role and impact of the media in the decision making process will be evaluated. Campaign financing, interest groups and voting methodologies will be analyzed. A variety of learning strategies will be utilized including independent and group research, debates and video presentations. Competences: H1X, FX, H4, A1X. Can only be taken for one competence. Faculty: Mark Enenbach

HC 267
WORKPLACE LAW: HARASSMENT, DISCRIMINATION AND CIVIL RIGHTS
Undergraduate
This course focuses on laws affecting relationships between employers and employees and within the workplace. Students will study the historical and societal aspects of laws on harassment and discrimination within the workplace, with particular focus on the Civil Rights Act and various other legislation regulating harassment and discrimination in the workplace. Students will analyze the case law, the legislation and the legal systems that have evolved to combat social injustice in the workplace and will learn ?best methods? for preventing and resolving harassing and discriminatory practices in the workplace. Competences: FX, H4, H1D. Faculty: Jana Berger

HC 268
WOMEN'S WORK
Undergraduate
Feminist Carolyn Heilbrun says, "Each cycle of progress for women seems to end after a decade or two with precious little real advance toward equality. The complacency in women that a few steps induces drains the movement of its energy. Progress halts or is reversed." This course will test Heilburn's statement by asking students to study and discuss questions that particularly affect women, both personally and professionally. The course will chart women's progress, or lack of it as seen in the works of historians, sociologists, novelists, and journalists, both men and women. Each student will choose one subject area for intensive study and will present individual papers or cooperative panel reports to the class. All students will gain access to the sizable and significant body of literature concerning women's roles, rights, and achievements.

HC 269
PARENTS: PARTNERS IN EDUCATION
Undergraduate
What's up with schools? The statistics speak for themselves: Fully one half of big city high school students do not graduate. For a good number of those who do finish high school, their reading and math skills are well below grade level. They are not prepared for college; nor are they prepared for the work world. Teachers have also come under a great deal of scrutiny and criticism. Students are tested and evaluated, but how is the work of teachers assessed? Parents, for the most part, have been ignored. In this course, students will consider the current state of the US K through 12 education system, and will confront the three elements of student success: learners, teachers, and parents. This is a service learning course. Students will work with schools to learn how parents might contribute, and why they have become silent partners in the educational process. Students in this course will employ interviewing and questionnaires to research questions in educational success. Competences: H2H, H2B, H1X, A3C. Faculty: JoAnn Gesiakowska

HC 270
VIOLENCE: A GLOBAL PERSPECTIVE
Undergraduate
To successfully reduce and prevent violence requires both a global and local understanding of its conditions, costs and causes, focusing on those most at risk: children, women, and minorities. The globalization of violence will increasingly require local prevention efforts to be interconnected with national and global effects. This course will prepare students to understand both how particular social factors relate to perpetrators/victims of violence, and the roles of social institutions. Each class will include computer-generated audio-visual presentations, student presentations, and discussions.
HC 271
WOMEN'S PSYCHOSOCIAL DEVELOPMENT
Undergraduate
This course focuses on how adult women change, grow, and develop in light of psychological and social-cultural forces that interact in their lives. We consider how core concepts such as self-in-relationship, transition and change, and ways of knowing play out in various aspects of women's lives. In exploring different pathways of development for women, we will draw on the life themes of students in the course as well as on theories and models that help identify unique patterns of women's psychological development (alternatives to male-based theories of adult development). This interactive course emphasizes group discussion and guided reflection. Pre-1999 Competencies: AL-D, HC-4, HC-C. BA-1999 Competencies: H-3-A, H-3-B, H-3-C. Faculty: Catherine Marienau

HC 272
MODERN AFRICAN HISTORY
Undergraduate
Recently, the continent of Africa created a special attention and a rapidly growing interest among Americans and around the world. This course provides a great opportunity to study Modern Africa. It is a study designed to provide a clear and objective understanding about Africa's recent political past: the coming and growth of European colonialism and its impact on Africa's political, economic, cultural, and social development. It covers the partition of Africa, Africa's early resistance against foreign occupation and the independence movement. This course will examine the post-colonial nature of governance, civil wars, human rights abuses, refugee-ism, politics of international aid and Africa's role in global political events and US foreign policy on Africa. This course will briefly discuss the historical contributions of nationalist leaders like Jomo Kenyatta, Julius Nyerre, Kwame Nkrumah, Sedar Senghor, Ahmed Ben Bella, Nelson Mandela, Samora Machel, and Patrice Lumumba. It is a few weeks voyage of discovery and lifetime knowledge to treasure. Students will be actively involved in group projects and individual research assignments. In addition to required and suggested readings, students will learn from documentary films and guest speakers. Truman Bridge Course. Can be taken for up to 3 competences. Competencies: A1H, H1F, S2X, H5, H1C. Faculty: Anghesom Atsbaha

HC 273
REFRAMING ORGANIZATIONS
Undergraduate
We are surrounded by organizations of varying size and purpose. The workplace from large corporations to small-entrepreneurial companies, non-profit organizations, the spiritual community, and academic institutions all provide ample opportunities for failure in communication, effective management, and a thriving workforce. This course identifies the various strategies, tactics, and solutions that have been successfully employed to understand and resolve organizational problems at the levels of both theory and practice. Each of the solutions offers a particular perspective on organizational life with a focus on organizational structures, human relationships, political processes, and organizational symbols. Competences: H2C, A3D, FX, H3X. Faculty: Michael Shapiro

HC 274
THE BILL OF RIGHTS IN CONTEMPORARY LIFE AND WORK
Undergraduate
The Bill of Rights is that part of the Constitution that protects you from undue and unwarranted governmental regulation and interference. Learn how your rights of free speech, privacy and association in the workplace, on the street and in your home are secured by the first ten amendments to the U.S. Constitution. What does the government allow you to say and do in the presence of fellow workers? How safe is your home from police searches? Are there limits to whom you are allowed to associate with on a public street or even in the privacy of your own home? This course will deal with these and similar questions. Along the way, we will learn about the history and theory behind the adoption of the Constitution, how judges and lawyers interpret the Constitution, in particular the Bill of Rights, and what role the Constitution plays in the debate over the significant legal and social issues of our day, such as abortion, the death penalty, gay marriage, and physician-assisted suicide. We will read and discuss political theory, the Bill of Rights and actual court cases. Competencies: H-1-D, H-4, F-X, H-5. Faculty: Fred A. Welsch

HC 275
AMERICA IN BLACK AND WHITE: BUILDING BRIDGES
Undergraduate
In his 1997 Inauguration speech, President Clinton described racial division in the United States as a curse while affirming at the same time that our racial diversity is the wealth of this country. How do we as an ethnically and racially diverse country go about the business of understanding and healing the wounds of racism and building bridges that will allow the gift of diversity to flourish in the United States? Further, what are the connections among U.S. racism and other forms of racism such as ethnic cleansing and "pacification programs" aimed at indigenous people around the world? In this course, we will explore the historical, economic, and political roots of racism globally and nationally. In addition, we will look at the changes brought about by the civil rights movement and ongoing work in the nation and in Chicago aimed at bridging the gaps caused by racism. We will also explore both black and white novelists, poets, commentators, and scholars such as Ralph Ellison, Adrienne Rich, paul Laurence Dunber, Cornell West, Peggy Macintosh, bell hooks, Gwendolyn Brooks, and others. Through discussion, readings, films, debates, guest panels, and field excursions, students will study a variety of topics. Because the course will focus not only on analysis, but on building bridges, the instructors hope to enroll an ethnically and racially diverse class membership.
Small groups exist in organizations for many reasons. Some are formally created, permanent bodies for information sharing, decision making and problem solving. Others are ad hoc groups organized to deal with specific issues. Employees often form their own informal groups to share information. Regardless or origin, all groups exhibit similar patterns of behavior and encounter similar problems. With proper training, groups can accomplish far more than any individual members on their own. This course will examine how communication develops and is sustained within small groups, the dimensions of group character, and the effects of group character on communication. We will use a mix of theory and practice to analyze case studies, participate in group decision-making exercises and review the required text. Competencies: H-2-X, H-3-D, F-X. Faculty: Robert W. Mills

This course examines the stresses and complexities in the planning and implementation of law enforcement in America today. Students will consider the purposes of legal standards and will engage in critique of contemporary systems and issues. In addition, care will be taken to better understand the myths and realities of criminal behavior today, the role of incarceration, and the toll on society and law enforcement officers as well. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing standards and goals, and to consider their roles in the development of a just society. Competences: A4, H2X, H3X, S3X. Faculty: William Wassner

This team-taught course is about race relations in America and around the world. We will engage in productive and thorough discussion of the socio-economic, political, cultural and psychological aspects of human relations, with special attention to the existing relationships between the dominant and minority groups in America. Each class session will focus on a particular institutional base for discussion: political systems, extremist groups, communities, religions, families, schools, to name a few, using readings, film, guest speakers, and current events to bear on the issues raised. Competencies: F-X, H-2-A, A-3-C, H-4, H-5. Faculty: Anghesom Aatsbaha

This course is designed to increase your knowledge of the concepts and strategies of project management through the introduction and discussion of factors specific to the international environment. Topics will include cross-cultural collaboration, coaching across borders, global communication, global project leadership and integration of traditional project management techniques with global dimensions and issues. The format will include opportunities for class discussion and application of principles, lessons learned and best practices. Competences: H2X, H5, L7, FX. Faculty: Mary Lou Lockerby

This course will address the work of raising children from a variety of perspectives. It will examine how cultural differences influence certain child-raising patterns, and how they relate to or may come in conflict with established social rules and regulations. Practical ways of establishing and maintaining positive and productive working relationships between child care workers and families will also be addressed, and what kind of community resources are available within an urban setting. This course will also discuss the many skills and responsibilities which comprise the (paid or unpaid) work of raising children or "motherwork." Although motherwork is of vital importance to society, as "typical women's work" it receives little public or corporate support. The values and ethical beliefs associated with motherwork, and what they mean in terms of individual experiences and social support will therefore also be examined. Validating individual experience, expanding knowledge, and developing critical and analytical abilities are some of the objectives of this course. We will achieve these objectives by discussing and critically analyzing readings, by evaluating our own experience in light of the course material, and by engaging in dialogue and conversation with each other. Participation, the keeping of a learning journal, doing the readings, and writing a final 5-6 page essay per competence are the main requirements of this course. The first half of this course will be held at Truman College and the second half at DePaul's Loop Campus. You can register for a total of three competencies since this course runs for a semester. Pre-'99 Competencies: HC-A, HC-C, HC-F, AL-F. Faculty: Eileen Brittain; Mechthild Hart
HC 281
CULTURE AND POLITICS OF THE 1960'S
Undergraduate
The period from the late 1950s to the early 1970s represents a turning point in "the American century." Opinions differ through on the meaning of the sixties. Was it a period of cultural renaissance, moral decay, civil war, or something else entirely? This course attempts to assess the significance of the 1960s by looking at some key movements in culture and politics, including the civil rights movement, Vietnam war, hippie counterculture. We will read essays and excerpts from King, Carmichael, Wolfe, Mailer, McLuhan, Sontage and others to track the emergence of new social critiques focusing on the corporate state, patriarchy and the mass media. Through lecture, discussions, and films, students will study a significant individual or movement and demonstrate their expertise through a paper or presentation. Competencies: A-1-H, H-1-F, H-2-A, H-4. Faculty: John Kimsey

HC 283
GENDER, WORK AND FAMILY: EXPERIMENTS IN WORK-LIFE BALANCE
Undergraduate
How have people balanced the demands of work and family? What role has politics played in this history? This course develops students' understanding of issues in the history of gender, family, and work through historical and contemporary accounts from Europe and the United States. We will take a close look at issues such as the gender division of labor, child labor, government policies on maternity, social and political movements. Course materials include historical documents, lectures, films, and varied readings. Assignments will include essays, reflection journals, discussion, and a research project on work-life balance. Competences: H5, H2X, A1X. Faculty: Sara Kimble

HC 284
EXPERIENCING SUSTAINABLE SOCIETIES THROUGH THE UNITED NATIONS AND IN GERMANY
Undergraduate
This program takes students to the United Nations three-day conference for NGOs ? Sustainable Societies: Responsive Citizens ? in Bonn, Germany and then the group will travel to Berlin, the capital of Germany and a major center for environmental innovation. More than 2,000 people representing some 500 NGOs from more than 100 countries are expected to attend the Sustainable Societies conference. Students will attend lectures and dialog with world experts in sustainability from governments, United Nations agencies and NGOs. By exploring Berlin through guided walking and bus tours, meetings with government experts and visiting historical institutions, students will gain insights into Berlin?5 leading efforts in creating a sustainable city. This Fall Quarter course will begin with online readings and discussions and some on site lectures in the Summer Quarter 2011. After the travel to Germany, students will have two classroom follow-up sessions in September and conclude with peer and faculty edited assignments posted online. SNL students may choose from the following competences: H5, H2A, H2B, H3A, A1B, FX; advanced students have the option of taking this study abroad course for Externship and/or Advanced Electives (pre-requisite: Research Seminar and mentor approval), for a total of 3 or up to 4 (if Externship is 2) competencies. Please contact Faculty directors, Pat Szczerba at pszczerb@depaul.edu or Susan McGury, smcgury@depaul.edu for more information.

HC 285
WOMEN'S VOICES IN PEACEMAKING
Undergraduate
Across the planet, as forces for war, terrorism, empire, and ecological destruction have gained more strength, there has also been an upsurge in the spiritual, cultural, political, and social leadership of women for peace and justice in response. For example, in just the last 20 years, there has been a demographic shift in the United States of gender majority attending law schools and seminaries. Women's voices from Ireland to India, from Peru to South Africa are shaping a new vision for the future that take into account class, race, gender. What is the impact of women's collective role on our future here and internationally? This course examines a variety of women's voices of the personal and political, of the spiritual and the social, and explores the possibilities of a new and emerging power dynamic for women. We will read the excerpts and works from current and past women leaders in peacemaking, such as Dorothy Day, Barbara Epstein, bell hooks, Dr. Helen Caldicott, Arundhati Roy, Mary Daly, Pema Chodron, Barbara Eck, Marilyn French, Maread Corrigan Maguire and others; hear guest lectures from women active in practicing peace locally and globally; and experiment with tools designed to develop interpersonal and community peacemaking. Instructor: Maureen Dolan. Tuesdays, Loop Campus. Competencies Offered: A-1-B, H-1-B, H4, H-5.

HC 286
PSYCHOLOGY FOR MANAGERS
Undergraduate
This course reviews theories and tools of psychology as applied to work environments, including group interaction, productivity, communication issues, motivation, as well as the impact of individual and organizational dysfunction and pathology. Competencies: F-X, H-2-D, H-3-A, H-3-C. Faculty: Michael McMillan
HC 287
DEVELOPING COMMUNICATION COMPETENCE IN CROSS-CULTURAL SETTINGS
Undergraduate
This course is designed to acquaint students with the unique elements of communication present in cross-cultural transactions and to aid students in navigating successfully through these interactions. Over the course of the semester, students will learn to be self-reflexive about their experiences as members of a society in which diverse work teams, international travel, transnational work environments, the Internet, and widespread immigration of groups and individuals are part of contemporary reality. We will examine traditional elements of the communication model (sender, receiver, message, feedback, context) in terms of cultural, social, and psychocultural influences. To this end, students will explore cultural values, perception, nonverbal communication, high and low context communication, individualism, collectivism, challenges of diverse organizations and work teams, protocol and negotiation across cultures, barriers to effective cross-cultural communication (the "isms"), culture shock and mindfulness. Students completing this course will acquire practical skills to apply in reducing anxiety and uncertainty in cross-cultural interactions and, importantly, students will learn to recognize ethnocentrism and rise above it in the creation of community. Competencies: A3F, H1A, H5, H3X

HC 288
UNDERSTANDING HUMAN RESOURCE AND DEVELOPMENT
Undergraduate
This course in Human Resource and Development will address careers that improve human performance in organizations. Human Resource Development provides the framework for helping employees develop their personal and organizational skills, knowledge and abilities. Participants will learn how to analyze the performance needs of organizations, helping to facilitate change through interventions that increase competencies, communication and motivation. Course content will include the design and delivery of instruction that provides performance support for adults, and they will learn how to assess and evaluate the impact of performance interventions. Other topics covered will be individual development, employee training, career development, performance management and development, coaching and mentoring, and organizational development. Competences: H2X, H3X, H5, FX. Faculty: Melinda Orzoff

HC 289
PSYCHOLOGY FROM AN AFRICAN-CENTERED PERSPECTIVE
Undergraduate
The field of psychology has a legacy of viewing people who are different from the Eurocentric white male norm, e.g. people of African descent, as deficient and/or deficit. What if the behavior, attitudes, and thoughts of African-Americans were viewed from their own cultural perspective? How would they be understood? This course will utilize an African-centered framework to examine salient themes in psychology---identity, development, education, and therapy/healing---as they pertain to African-Americans. Students will become familiar with this theoretical perspective and its historical and contemporary scholars. Guest lecturers, readings and discussions, in-class exercises, a collaborative and associated individual project, and a learning journal will comprise the learning experience. Competencies: A-3-E, H-1-F, H-3-A, H-3-B. Faculty: Derise E. Tolliver

HC 290
THE DISABLED IN THE COMMUNITY
Undergraduate
In this course the student will define and analyze disabled populations in several categories including, physical disabilities, learning/cognitive disabilities and emotional/mental disabilities. Social and Behavioral disabilities including Addictions, HIV/AIDS, and Domestic Violence will be considered for review. The basis for consideration of these populations is to assess effect(s) that the disability has on the ability of said persons to acquire and maintain productivity in the community and to determine what interventions and services those persons need to be healthy and empowered to the greatest extent possible. Initial class sessions will consist of descriptions of disabilities within several categories, role play and evaluations of selected case studies and a (CIP) Community Integration Plan for these cases. A professional disability advocate will address the 6th class session. Class sessions 7 and 8 and 9 will consist of individual reports to be determined based on students' interests and competencies. All students will be required to produce a journal. 70% of the journal is prompted with a weekly worksheet and 30% is student customized. Occasionally the instructor will impose a (pseudo) disability on students for the purpose of enhancing empathy. Participation is voluntary. Competences: A3X, H4, FX, S3X. Faculty: Andrea Sanders
HC 291
PARTNERSHIP POWER: HOW TO BE A HUMAN BEING
Undergraduate
How can we contribute to a culture change from violence to non-violence? How can we partner better with family members, work colleagues, and as planetary citizens? How can we be at peace with ourselves and be active for positive social change? Where are partnerships working in the world? How have dominator practices affected our lives in gender, color, ethnic origin, sexual orientation or other types of oppression? How can partnership practices lead to fuller humanness? This course is about learning the tools, values, structures, inspiration and scientific basis for partnership and integrating them into our lives. In our personal and planetary lives we face many crises. Today many important thinkers believe we have reached a bifurcation point for human evolution? do we continue down paths of destruction or do we take hold of ourselves with cooperation and peace? This course offers collaborative ways to examine the joys, skills, values, and knowledge of partnership development. Being a human being with good partnership skills can be productive and fun! We will explore the Cultural Transformation Theory put forward by macrohistorian and social scientist, Riane Eisler, to compare the dominator and partnership paradigms in several aspects of our lives - self, family, work, national community, international relations, nature, and spiritual reality. Using the Partnership/Domination template in theory and practice, we will investigate the concepts, functions, and expressions of cultures based on cooperation and peace versus those based on control and violence on a continuum. We will look at the dominator aspects of gender, color, ethnic origin and sexual orientation and other cultural oppressions and compare with the partnership model. This course provides a way to understand the large transformations taking place on our planet and in our lives. Competences: L7, A3F, H1E, H2H. Faculty: Maureen Dolan

HC 292
LANGUAGE AND LANDSCAPE
Undergraduate
In this course we will investigate the significance of physical landscape to human imagination and language. It is frequently assumed that human minds somehow exist "above" the physical universe, but our perspective unifies the two. Through written course materials and assignments, some lecture and intensive classroom discussion, we will go beyond the dualism of classical philosophy to a more grounded view of cultural creation, seeing art, myth, and survival itself as products of place. Students will work with the idea that cultural artifacts are communicating a relationship to the land, and our coursework helps us determine its precise nature. This is a five-week course. You can register for only one competence. Pre-'99 Competencies: HC-1, HC-F. Faculty: Corinne Benedetto

HC 293
LAW AND THE WORKPLACE
Undergraduate
This course will examine the interrelationships between our economy, business and the practice of law. It will also examine contemporary legal issues in the world of work. Students will examine the structures of the legal community and the impact it has on how business is conducted, and on the economic system in which we live and work. Through readings, discussion, and group projects, students will investigate the interfaces of law, with an emphasis on torts and employment law, as well as current issues which have evolved as the practice of law has become a big business itself. Students will develop and evaluate plans individually or through group interaction for applying new insights to effecting change in their own working environments. Competencies: F-X, H-2-C, H-2-A, H-1-X. Faculty: Russell W. Hartigan

HC 295
UNDERSTANDING THE "HUMAN" IN HUMAN RESOURCES
Undergraduate
Human Resource professionals hold a diverse set of responsibilities, some of which are designed to respond to the human needs of employees. Addressing these in the context of the work environment requires an understanding of human behavior, insight into the effects of social issues on the workplace, knowledge of mechanisms and resources for problem resolution, and effective communication skills. Students will participate in group exercises and discussions designed to help develop and practice strategies for problem resolution based on increased self-awareness and empowerment. A primary textbook and related readings as well as two field assignments, self-reflective journaling, and a final integrative paper are required. Course assignments are designed to support integration and application of new skills and knowledge. Pre-1999 Competencies: HC-B, HC-U, WW. BA-1999 Competencies: H-3-D, H-3-G, F-X. Faculty: Carol Friedman

HC 296
LESSONS OF HISTORY
Undergraduate
Does history ever repeat itself? What lessons has our past taught us in planning for the future? This course will focus on an examination of the social, economic, and environmental changes that occurred in America during selected decades of the 20th century. Students will compare and contrast the 1920s with 1960s and 1930s with 1950s looking for major events, trends, and policies that repeated themselves in the subsequent generation, as well as fundamental political and economic structures. Students will share their findings and learn techniques for integrating information to form a basis for rational forecasting of future trends. Pre-'99 Competencies: HC-2, HC-3, HC-E, HC-G. BA'99 Competencies: H, H-1-F, H-1-C, H-1-X. Faculty: Jo Ann Gesiakowska
HC 297
GLOBAL STUDY OF SEX AND OPPRESSION
Undergraduate
This course is designed to expose the learner to the history, context and problems within the sex industry (prostitution, pornography, exotic dancing) as it exists throughout many countries of the world. Our foundation for discussion needs to be based in theory, of which we will discuss: functionalism, interactionism and conflict perspective and how each defines the sex industry. Next, we will explore the various definitions, levels of social acceptability (necessity) and the importance of laws that have defined this industry and our perceptions. Furthermore, we will discuss the religious, socio-cultural issues that allow for certain elements of sex work to flourish in places such as Bangkok, Thailand, the United States, and various parts of Europe. Also, we will discuss the legal acceptability of certain sex work activities within the countries discussed. Within our discussions / research of the sex industry, we will attempt to formulate answers to the controversial issue of legalization versus discrimination. Pre'99 Competencies: HC-3, HC-A, HC-P. BA'99 Competencies: A-3-C, H-1-C, H-2-A, H-2-E, H-5. Faculty: Elizabeth Beardmore.

HC 298
CONNECTING WITH AFRICA: CULTURAL AND SOCIAL ISSUES IN EAST AFRICA
Undergraduate
This travel course will introduce students to two East African countries, Kenya and Tanzania, where they will have the opportunity to get first hand information on Cultural and Social Issues in accordance with their selected competencies. This is a new course which is being developed in response to SNL students' interest and requests expressed over the years to have an option to visit and study in Eastern Africa. This course fits well in DePaul University's Vision 2012, GOAL ONE in section 1c, which states that there is a need to educate all students for an increasingly globalized world?. Students will have the opportunity to study issues of cultural/economic/social/political interest as they manifest themselves in the USA, in Kenya and in Tanzania, and in comparison to the USA. Intensive study in Chicago and onsite in Kenya and Tanzania will give students a unique opportunity to reflect on and then compare and contrast what goes on in their own country and in these two East Africa countries. This program can help the students and faculty as they seek to become more informed, responsible and effective global citizens. Again DePaul's Vision 2012 states in Goal Two: ?Prepare students to be socially responsible future leaders and engaged alumni.? One of the main aims of this course therefore is to give students the opportunity to engage in passionate conversation with Kenyans and Tanzanians on issues of justice and peace, politics and social services in order to raise their consciousness on these global issues that face humanity in East Africa and in so many other parts of the globe today, in similar ways but also in different ways. Competences: A1D, A1H, A3E, H5, H3B, H1H, E1, E2, L10,11 (LEX), FX

HC 299
ASSESSING AND MANAGING CONFLICT
Undergraduate
Our usual method for presenting, analyzing, and resolving conflicts has centered around legalistic argument; the goal being to discover the "right" answer and suppress the "wrong" ones. However, the multiple worldviews operating in the world today make such an approach to conflict less viable. Reflecting this reality, ways of communicating about and resolving conflict have arisen that go beyond enforcement of rules or legal determinations of right and wrong. In this course, we will look at various methods for handling conflict and consider how we might apply them to personal, work, community and literary conflicts through lecture, small group work, role playing, reading, various written projects, and discussion. Competencies: H-3-D, F-X, L-7. Faculty: Staff

HC 313
IMPLEMENTING EFFECTIVE TRAINING IN ORGANIZATIONS
Undergraduate
Everyone has had the delightful experience of learning by accident, of being surprised at insights and skills that emerge from experience. But accidental learning can be time-consuming and costly to organizations and individuals who have specific learning goals to meet. Engaging and effective learning in organizational settings is most often the product of systematic analysis and planning. This course will introduce a detailed protocol for designing training experiences in a variety of adult training settings. The five stage protocol (Analysis, Design, Development, Implementation, Evaluation) provides a context for students to address the following questions: Who is the audience and what is the training context? What is to be learned and why? What methods are best suited to the learning outcomes? What resources are available and appropriate to the learning outcomes and methods? At the end, students will be able to distinguish training design from development and implementation; describe characteristics of adult learners and their implications for training; define desired learning outcomes based on training context and audience; determine teaching / learning methods suited to particular training situations; and, identify and describe resources to support achieving learning outcomes. Students may register for only one competence. Pre-1999 Competencies: HC-F, WW. BA-1999 Competencies: F-X, H-2-X. Faculty: Noreen Powers

HC 314
AGE OF DICTATORS: TOTALITARIANISM IN THE INTER-WAR PERIOD
Undergraduate
This course will examine the age of dictators in the inter-war period by focusing on the principal individuals, institutions and societies involved. Root causes of totalitarianism will be developed, as well as an understanding of its impact, effectiveness, and relationship to democratic societies. Students will be stimulated to contemplate ethical and religious aspects of the despots' rule, and will comprehend the period within the larger framework of 20th century history. Competences: H1F, H2G, A3C, A4 Faculty: Chuck DiCola
HC 315

RACE, PLACE AND SPACE: ENVIRONMENTAL JUSTICE IN THE TWENTIETH CENTURY

Undergraduate

This course will provide a survey of historical and contemporary forces (social, cultural, technological, scientific and economic) which have led to the global emergence of environmental inequalities in societies during the last century. This course will also show how the environmental ethics of a society (national and international) as well as their notions of who belongs to the larger body politic have contributed to environmental inequalities in national and international geographic spaces. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems). Competencies: A3F, S3E, H4, H5 & FX. Faculty: Sylvia Hood Washington, MSE, Ph.D., ND

HC 317

METHODS OF DISCIPLINE FOR TODAY’S CHILDREN

Undergraduate

In today’s world, a lack of discipline can cause children to become non-productive members of society. Raising children from a loving and caring perspective is more challenging than it seems to be in the past. The complexities of this world require different approaches to behavior modification. In their struggle with raising children, parents need to know a variety of methods and models that can be used to help children develop a strong personal self-esteem and to learn that discipline is best when it is made from choices and personal decisions that the child can control. This course will help students compare two models of effective behavioral modification that can be used in the home to help parents in one of the most complicated aspects of child development. Students will be responsible for implementing strategies we discuss in class as well as finding other available methods. You can register for only one competence. Competencies: L7, A3G, A3X, H3D, FX. Faculty: Tranita Jackson

HC 318

FACING HISTORY AND OURSELVES

Undergraduate

History often ignores the story of how the common person participated in its making in favor of the heroes and the outstanding individuals. The origins and evolution of the Third Reich offer a source for examining the subtleties and texture of change as well as the background which leads to the major events which mark our history. The lessons of this period address eternal questions of human behavior tendencies toward its culmination, the pressuring of peers, the need to belong, inhumanity. By using discussion, films, and readings, students will trace how individuals are shaped by social, political, and economic forces. Pre-’99 Competencies: HC-2, HC-C, HC-D. BA’99 Competencies: H-1-F, H-3B, H-2-G. Faculty: Shelly Auslander

HC 319

ETHICAL CHOICES IN A GLOBAL COMMUNITY

Undergraduate

This course will introduce ethical dilemmas which can only be resolved with an understanding of the many perspectives of the stakeholders. The reach of many current ethical issues (environmental degradation, economic inequality, racial and sexual oppression, the AIDS epidemic, famine, violence) is global. However, though the 21st century requires us to think globally, identity groups (based on culture, ethnicity, gender, power status, etc.) view the issues from dissimilar perspectives. As a result the answers to basic questions vary greatly, for example: How are the rights of the individual balanced against the good of the community? Do oppressed people deserve preferential treatment or is equality a greater good? Should immediate needs be sacrificed for long term goals? A discussion of different viewpoints expands our range of understanding of possible approaches to ethical issues that confront us as individuals, professionals, family members, community members, and world citizens. Dilemma paradigms and resolution principles will be explored suggesting frameworks for making choices. Students will work individually and in groups to explore a wide range of ethical dilemmas. Students will demonstrate mastery of the competencies with a portfolio and oral presentation of an investigation into an ethical dilemma with global ramifications. This project will require the student to examine the ethical issue from several perspectives, conduct research from a variety of sources, compare and analyze the results, and finally commit to a substantiated approach to the dilemma. Competencies: A3C, H4, H1B, A4, H5. Faculty: Roberta Lieber

HC 320

THE POWER OF PERSUASION

Undergraduate

This course is intended to provide students with a thorough understanding of how persuasion and persuasive techniques are used in the communication process of relationships, in the family, and in the world of work. Students will study the art of persuasion by analyzing the text of selected American figures and their speeches, and learn to recognize the skill sets of sending and receiving persuasive messages. Moreover, students will study the approaches, ethics, and symbols of persuasion, by exploring the great speakers and what they were trying to accomplish through language, culture, power, and knowledge. Studying the texts will also strengthen and empower the student’s strategic approaches to persuasion, both verbal and nonverbal. Competencies: H-3-D, H-3-E, F-X. Faculty: Jay Kurtz
HC 321
THE CONTEMPORARY AMERICAN FAMILY: UNRAVELING THE MYTH
Undergraduate
This course examines the societal forces shaping aspects of stable and changing family relations; both nuclear and constructed in the United States, focusing on social-structural factors affecting union formation and dissolution (traditional marriage, the gay marriage debate, cohabitation, and divorce); parenting; traditional and "queer", the gendered division of paid work, caring work, responsibility and authority; and the role of the state in supporting families. To better appreciate the depth of contemporary changes in U.S. families, we will begin the semester with an examination of colonial and 19th-century American family life. We will pay particular attention to diverse patterns of family structure and family relationships by social class, race-ethnicity, age, gender and sexuality. We will engage with these topics in a variety of ways, including student presentations, lectures and class discussion, readings, and in-class videos. Competencies: A3G, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 322
HUMAN SEXUALITY
Undergraduate
Institutions such as, but not limited to the State, the Courts, Religion, Marriage and Family, the military and the industrial complex (es) have used and oftentimes misappropriated human sexuality as a means of hegemony, power and control. With the use of texts, articles, film and discussion and perhaps brief lecture, this course will present variant sexualities while deconstructing and demystifying many of the long-held traditional values, ideals and customs that many in society accept as the norm. Competencies Offered: A3A, H2X, H3X, H4, FX. Faculty: Kevin Brandyon Quinn

HC 323
THE POLITICAL ECONOMY OF THE GLOBAL VILLAGE
Undergraduate
The concentration of great wealth in some countries and grinding poverty in others may be the biggest challenge facing humanity in the new century. This course will explore issues of global inequality by comparing the political and economic systems in the US, Europe, and low-income countries. Our discussions will center on the history and culture of these nations to provide a framework for understanding differences in the way each has developed technologically and socially. Theories on politics, economic programs and foreign investment will be analyzed for insights on the paths taken by successful nations and barriers facing others. Pre-’99 Competencies: HC-1, HC-3, HC-X, WW. BA’99 Competencies: H-1-C, H-1-E, H-5, F-X. Faculty: Kimberly Richardson

HC 324
DEVELOPING VIRTUAL COMMUNITY
Undergraduate
This is a one competence course designed to engage information placed on or derived from the World Wide Web from the perspectives of a variety of ethical and legal frameworks. The issues of access and expression within the context of a free society will be considered from a variety of perspectives, e.g., the religious right, the ACLU, ordinary parents, workers in a corporate world, as citizens of the United States, as members of a global society, etc. The course will not so much focus on the answers as it will raise the questions and acknowledge the tensions. A variety of source materials will be used, especially the Internet. Students should have some knowledge of navigating the World Wide Web since this class is NOT designed to provide basic skills for using the Internet. Students may register for ONE of the following: Pre-’99 Competencies: AL-F, WW. BA’99 Competencies: S-3-F, A-3-X. Faculty: John Willets

HC 325
CITY HALLS, MALLS, AND THE MEDIA
Undergraduate
Decisions are made about the communities in which we live and work on a daily basis. Understanding how these decisions are made can empower citizens to make a difference in their everyday lives. This course will analyze the relationships among government, the media and the business community in the decision-making process. First hand information will be provided through interaction with elected officials in visits to Chicago and suburban council meetings. Competencies: H1C, H4, H2C, S3X. Faculty: Mark Enenbach

HC 326
CONTEMPORARY NATIVE AMERICAN/AMERICAN INDIAN ISSUES
Undergraduate
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, thriving, and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussion, film, readings, and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates. Competences: H-4, H-1-E, S-3-X, A-3-C. Faculty: Arieahn Matamonasa
HC 327  
EXPERIENTAL PSYCHOLOGY: RELATIONSHIPS BETWEEN THINKING AND FEELING

Undergraduate

Personality, temperament and past experiences all contribute to the way we relate to ourselves and to the world around us. In order to experience life more fully, to manage relationships and make life decisions, we need to be aware of how these influences have affected us, then develop new options for living. Students will become familiar with liberation psychology, which integrates principles and strategies from several schools of traditional psychological thought. Emphasis is on acquiring tools for creating an identity and understanding the context from which these tools were developed. Education methods will include group interaction and experiential exercises to guide participants in developing deeper self-awareness, acceptance of self and others. Self-disclosure by participants will be welcome, but is not required for a successful learning experience. Pre-'99 Competencies: HC-4, HC-T, AL-D. BA'99 Competencies: H-3-A, H-3-C, H-3-F. Faculty: Peggy St. John

HC 328  
GENDER ROLES AND COMMUNICATION STYLES

Undergraduate

This course will bring together students and guest speakers to look at how gender-related communication has definite historical antecedents and consequences; demonstrating how past events influence present ones. One such event is the new emergence of political demands by previously silenced gender-related groups. Although our contemporary society has in its literature the varied narratives of individuals struggling for gender-related dignity and freedom, this course will critically assess these narratives from the various perspectives of its participating students. In addition, students will use their own cultural-group experiences (where cultures have distinct beliefs, traditions, attitudes, and general way of normalizing the way one should live) to demonstrate how gender roles were socially learned and socially enforced, and became a potential guide for the behavior of its members. However, societies are not static, and today gender-related groups are asking for greater individual liberty and societal rewards than before. These changes may be related to the following questions: what other social issues does gender communication intersect (e.g., race, ethnicity, nationality, class, age, sex, religion); why were various forms of gender communication more successfully silenced by society in the past; what moral or ethical considerations does gender communication raise; and should/should not a democratic society recognize these demands? Those who register for the H-2-H/HC-R competence will have the opportunity to examine the ways race, gender, and class influence the communication styles of others. Service learners will reflect on how their personal experiences differ from or resonates with those they encounter in their service work. Students will also be able to apply course readings and topics to their own personal growth and service experience. Pre-1999 Competencies: AL-P, HC-C, HC-G, HC-J, HC-R. BA-1999 Competencies: A-3-C, H, H-1-A, H-2-H, H-3-B. Faculty: Keith Armstrong

HC 329  
MALE IDENTITY IN TRANSITION

Undergraduate

This course, open to men and women, examines issues of gender with a focus on male identity. You will examine your own perspectives, attitudes, and experiences in light of psychosocial development theory, media influences, power struggles among social groups, and relationship issues in an effort to gain a greater understanding of factors that influence male identity in today's society. The course is offered in a hybrid format, meeting every other week and interacting in an online course discussion between meetings. Projects to demonstrate competence will relate gender issues in power relations in the US, the impact of media, adult development and the workplace. Competences: H2G, H3C, H4, FX.

HC 330  
ASSESSMENT AND COUNSELING: SKILLS FOR THE HUMAN RESOURCE PROFESSIONAL

Undergraduate

A rapidly-developing area of responsibility for Human Resource professionals is employee assistance programs (EAPs). Managing and implementing EAPs requires that human resource professionals have additional skills in assessment and counseling. In this course, students will learn counseling theory and assess their own personal interactional and counseling potential for possible careers in EAP counseling. Discussion topics include intervention, enabling, alcoholism and other chemical dependencies, relapse prevention, denial, constructive confrontation, and case management. Competences: A-3-D, F-X, H-3-A, S-3-B. Faculty: William Henning

HC 331  
THE JOURNEY FROM MONEY TO PROFITS

Undergraduate

If asked, most people would correctly describe our economic system as "money-based", but few people fully understand the dynamic interplay among the various "partners." Buyers and sellers, dealers and investors hold pivotal roles, but other critically important players include the Federal Reserve Board, U.S. Treasury, Congress, and the banking system. Not only is the banking system the producer of the money supply of this nation, its actions (including those of the Federal Reserve System as the central bank) influence the level of interest rates, the level of prices, and even the relative scarcity of every commodity. And then the impact of the rest of the world must be considered. Once we have ascertained the roles and impacts of the players, we will determine how individuals, families, and communities use that information to establish and revise their own financial plans. Pre-'99 Competencies: HC-3, HC-F, WW. BA'99 Competencies: F-X, H-1-C, H-2-X. Faculty: Nancy Singer
**HC 332**  
**CHANGING RELATIONS IN U.S. COMMUNITIES**  
*Undergraduate*

During the past decade, the United States has experienced a large influx of a variety of immigrant groups. This course examines relations of established residents and new immigrants such as Koreans, Latinos, West Indians, and recent Polish immigrants as well as other groups. In an already heterogeneous society such as the United States, how are new immigrants incorporated into our political, economic, and educational institutions? What impact do new immigrants have on old established communities and their residents? What are the resulting community characteristics from interaction of the new and the old? A comprehensive understanding of changing U.S. communities is imperative to a more precise definition of the “American” identity and ourselves as a nation. This course draws heavily on students’ observations as well as on the scholarly literature. At appropriate points in the course, videos, short stories and field trips will serve as a source for understanding the experiences of various immigrant groups and their relations with other ethnicities. Students demonstrate competence through participation in class discussions and activities, as well as by writing short essays. Pre-’99 Competencies: HC-1, HC-2, HC-C, HC-G. BA’99 Competencies: H-5, H-1-E, H-1-F, H-1-B. Faculty: Marisa Alicea

**HC 333**  
**AN INTRODUCTION TO MODERN CHINESE CULTURE**  
*Undergraduate*

China’s national admiration for its antiquity is similar to America’s zeal for its future. The Chinese go back to its past masters of ideas for insight on the modern world. In this course, we will explore Chinese ideas of humanity, society, and religion by examining three major schools of thought: Confucianism, Taoism and Buddhism. We will try, as the Chinese saying goes, “to see the entire leopard through looking at one of its spots.” Translated Chinese texts, brief lectures, student presentations, debates, Chinese music, films, food, Chinese paintings and calligraphy, and discussions will be used to formulate and compare American and Chinese civilization. Competencies: H-1-F, H-1-E, A-3-E, H-5, F-X. Faculty: Joseph Liang

**HC 334**  
**THE BUSINESS OF US HEALTH CARE IN A CHANGING ENVIRONMENT**  
*Undergraduate*

This course will provide students with a foundation on the various dimensions of today’s health care system to include how it operates and is managed. This course will examine the interactions between insurance companies, the U.S. government and health providers to the delivery of quality care to the individual. The overview will include the structure of health care system segments, demographics and context of differentiation in the delivery of medical care. Students will improve their knowledge and skills in thinking critically through healthcare-related issues, successfully understand the concepts presented and discuss the ethical contexts of the decisions that businesses, government agencies and decision-makers consider when addressing health care. Key activities will entail research, analysis, and identification of best practices. Students will analyze the financial and economic health care decisions at a national, community and business level. Competences: S3X, H1X, H2X, FX. Faculty: Araceli Esquivel

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**HCI 201**  
**MULTIMEDIA AND THE WORLD WIDE WEB**  
*Undergraduate*

An introduction to the World Wide Web and web development for non-technical majors. Students will create web pages using a WYSIWYG editor. Students will evaluate web sites using a variety of analytical and empirical methods. Students will conduct technology-related experiments following the principles of the scientific method and use technology to analyze their results. Topics include web-based technology, creating content for distribution on the web, and design principles for web sites. Students will develop an appreciation for the connections among science, mathematics, and technology in modern society, as well as for the principles guiding advances in science and technology. PREREQUISITE(S): NONE.

**HCI 271**  
**FORMATTING DIGITAL PAGES II**  
*Undergraduate*

This course builds on HCI 270 with problem-based application of perceptual and communication principles in developing effective multi-page screen environments. Includes experience with more sophisticated visual software. PREREQUISITE(S): HCI 270.

**HCI 302**  
**FOUNDATIONS OF DIGITAL DESIGN**  
*Undergraduate*

Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None

Graduate standing is a prerequisite for this class.
HCI 312
ANALYSIS AND DESIGN FOR HUMAN-COMPUTER INTERACTION
Undergraduate
(Formerly HCI 300) User and task analyses that emphasize an early focus on users and their environment. Stresses methods that lead to successful communication and teamwork. PREREQUISITE(S): HCI 210.

HCI 341
USABILITY ISSUES FOR ELECTRONIC COMMERCE
Undergraduate
(Cross-listed with ECT 341) Design, prototyping and evaluation of e-commerce web sites. Context of usability in the project development life cycle. User/task analysis with emphasis on the first time and the infrequent user. Content organization. User testing with low fidelity prototypes. Aesthetics and appeal. Students' projects involve design and/or evaluation of actual electronic commerce sites. PREREQUISITE(S): HCI210 AND IT223.

HCI 350
USABILITY IN COMPUTING SYSTEMS
Undergraduate
Application of psychological theory to the design of computer systems, with emphasis on web sites. Overview of applicable research methods. Sensation, cognition, decision making, Display and control design. Overview of workspace design including biomechanics, work physiology, stress and workload. PREREQUISITE(S): HCI 210.

HCI 402
FOUNDATIONS OF DIGITAL DESIGN
Graduate
Shape, line on two-dimensional surfaces. Color. Composition rules as they apply to digitally created documents. Digital manipulation of two-dimensional images. Use of commercially available draw and paint tools to create two-dimensional designs. PREREQUISITE(S): None

CDM graduate students in the PreReq Phase are restricted from registering for this class.

HCI 406
WEB SITE DESIGN FOR HCI
Graduate
Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. PREREQUISITE(S): None

CDM graduate students in the PreReq Phase are restricted from registering for this class.

HCI 422
MULTIMEDIA
Graduate
Multimedia interface design. Underlying technological issues including synchronization and coordination of multiple media, file formats for images, animations, sound and text. Hypertext. Information organization. Survey of multimedia authoring software. Topics in long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications. PREREQUISITE(S): HCI 440 or consent of the instructor.

CDM graduate students in the PreReq Phase are restricted from registering for this class.

HCI 423
INTERNET MULTIMEDIA
Graduate
(Cross-listed as ECT 423) Design and prototyping of multimedia applications for delivery via the Internet. Survey of low-bandwidth file formats for images, sound, and animation. Bandwidth reduction techniques and tools. Discussion of client side and server side allocation of responsibility. Authoring tools. Students will create and evaluate several small applications. PREREQUISITE(S): HCI 440 or ECT/HCI 441.

CDM graduate students in the PreReq Phase are restricted from registering for this class.
HIC 430
PROTOTYPING AND IMPLEMENTATION
Graduate
Introduction to creating executable prototypes for interactive systems. Overview of modern user interface programming tools. The emphasis is on creating testable prototypes and evaluating them using technologies such as VB.NET and Access. Both stand-alone and Web-based applications are addressed. Students create a prototype for a predefined system, evaluate the prototype, redesign the system as necessary, and convert it to a final working system. Students prepare written documents describing their activities and present the final results to the class. PREREQUISITE(S): IM 230 and HCI 440.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

HIC 432
USER-CENTERED WEB DEVELOPMENT
Graduate
Analysis, design, and development of interactive web sites. Advanced application of HTML and style sheets for user-centered design. Survey of client-side technologies for interactive Web use. PREREQUISITE(S): IT 130.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

HIC 440
INTRODUCTION TO USER-CENTERED DESIGN
Graduate
The user-interface development process. Introduction to methods for practicing user-centered design including user and task analysis, user interface design principles and testing using low-fidelity prototypes. PREREQUISITE(S): IT 130 or Graduate Standing.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

HIC 445
INQUIRY METHODS AND USE ANALYSIS
Graduate
This course provides students with the skills necessary to acquire and organize user information for the purpose of developing task and systems analyses. Topics covered include survey construction and administration, structured observation, interviewing, and participatory design. Students learn to evaluate and organize user information toward making analysis and design decisions. Human communication and presentation skills are developed. PREREQUISITE(S): IT 223.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

HIC 450
FOUNDATIONS OF HUMAN-COMPUTER INTERACTION
Graduate
Application of engineering and psychological theory to the design of computer systems. Overview of applicable research methods and research on perception, cognition, errors, and screen design. Attention will be given to creating and applying guidelines derived from research. PREREQUISITE(S): IT 223.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

HIC 454
INTERACTION DESIGN AND INFORMATION ARCHITECTURE
Graduate

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
**HCI 460**  
**USABILITY EVALUATION METHODS**  
Graduate  
Survey of evaluation methods that can be applied to user interfaces. Methods include expert inspections, walkthroughs, usability testing and analytical approaches. Students evaluate existing systems by applying some of these methods. PREREQUISITE(S): IT 223 and HCI 440.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

**HCI 470**  
**DIGITAL PAGE FORMATTING**  
Graduate  
Problem-based applications of perceptual and communication principles to the presentation of on-line and off-screen pages. Includes experience with industry standard vector, raster and formatting software. PREREQUISITE(S): HCI 402, ART 105, or equivalent.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

**HCI 511**  
**ACCESSIBILITY AND DESIGN FOR DIVERSE USERS**  
Graduate  
Methods and principles for designing interactive technologies for diverse users, including children, elderly, and people with disabilities and alternative skills. Analysis of how current technologies address diverse user needs and considerations about how technologies might be improved to better meet diverse user needs. Class projects include a web accessibility evaluation based on current w3 standards and an in-depth research project in which students ideate a new technology or evaluate an existing technology in which they work directly with people who have disabilities. PREREQUISITE(S): HCI 445 (HCI 460 recommended)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

**HCI 512**  
**DESIGNING FOR VISUALIZATION**  
Graduate  
Sources of graphical integrity and sophistication. Data-Ink maximization. Data density. Color and information. Effective use of space and time. PREREQUISITE(S): HCI 440 and HCI 460.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

**HCI 513**  
**DESIGN/STRATEGIES FOR INTERNET COMMERCE**  
Graduate  
(Cross-listed with ECT 555) An integrated study of design, technical, and strategic issues for Internet commerce. Web analysis, design and publishing. Visual, textual and content organization, response time, usability testing. Authorizing tools and administering web server. Internet database servicing. Internet service providers and pricing. Digital cash and encryption. Impact on the value chain, intermediation, and market structure. Strategies for mass customization, interactive marketing, and support for collaborative work. PREREQUISITE(S): ECT 353 and IS 422, or HCI 430, or advanced standing in another program.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

**HCI 514**  
**GLOBAL USER RESEARCH**  
Graduate  
Theories and approaches for conducting HCI research and creating digital media for international audiences. Varied topics include (a) cultural models and global differences that influence design of digital artifacts (b) approaches to conducting usability and other types of user research and (c) information communication and technologies for development (ICT4D). PREREQUISITE(S): HCI 445 and HCI 460

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
**HCI 520**
**LEARNER-CENTERED DESIGN**
**Graduate**
Design and evaluation of technology-based learning systems. Theories and models of human perception and cognition as they apply to learning, instruction and training. Application of established principles for analyzing and designing learning systems. Projects include evaluating existing learning systems and the creation of a learning system. **PREREQUISITE(S):** IT 223, HCI 440 and HCI 450

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

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**HCI 521**
**DESIGNING FOR CONTENT MANAGEMENT SYSTEMS**
**Graduate**
Design and development of Web sites using common database-driven content management systems (CMSs) and publishing tools such as those used to manage blogs, community portals, and other content-heavy websites. Discussions of how familiarity with CMS tools assists the role of the user experience designer. Visual design and theme customization using prior knowledge of CSS. Taxonomy systems, installation of add-on modules, and user management using today's widely used systems.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

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**HCI 530**
**USABILITY ISSUES FOR HANDHELD DEVICES**
**Graduate**
This seminar will cover the theoretical and practical issues of usability for handheld devices (cell phones and PDAs). Students will analyze how restricted displays and input modalities constrain applications on these platforms, and how these constraints factor into the design process. **PREREQUISITE(S):** HCI 440 and HCI 430 or CSC 418.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

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**HCI 580**
**USER EXPERIENCE DESIGN PRACTICUM**
**Graduate**
Working with clients, students choose and practice appropriate methods learned in the HCI foundational courses to address business goals and user needs. Course coverage includes best practices for consulting, effective communication with clients and coworkers, understanding business and organizational needs, and setting realistic goals and expectations. Prerequisites: HCI 445 and HCI 454

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

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**HCI 590**
**TOPICS IN HUMAN-COMPUTER INTERACTION**
**Graduate**
HCI topic varies with offering. Contact instructor for more information. **PREREQUISITE(S):** Completion of the HCI core courses or consent of the instructor. May be repeated for credit.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

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**HCI 594**
**HUMAN-COMPUTER INTERACTION CAPSTONE**
**Graduate**
HCI 594 provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multidisciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. **PREREQUISITE(S):** Completion of the HCI core courses or consent of the instructor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
**HCI 599**
**INDEPENDENT STUDY**
**Graduate**
This is an independent study course. PREREQUISITE(S): Completion of the HCI core courses and consent of the instructor. May be repeated for credit.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**HCI 690**
**RESEARCH SEMINAR**
**Graduate**
PREREQUISITE(S): Instructor consent.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**HLTH 201**
**INTRODUCTION TO HEALTH SCIENCE**
**Undergraduate**
This course introduces students to the B.S. in Health Sciences undergraduate program. The course aims to introduce students to the range of disciplines (biological, sociological, psychological, cultural) found within this program, and how each contributes to our understandings of both health and illness. This will allow the students to better understand the nature of health care delivery and the methods that will best improve the health status of both individuals and the population.

A Health Science major is a prerequisite for this class.

**HLTH 202**
**HEALTH RESEARCH LITERACY**
**Undergraduate**
The purpose of this course is to provide students in the Health Sciences Program the methodology and skills required for literacy in health, and to comprehend the results of health sciences research. In this course students seeking careers in the health sciences will go beyond the health literacy level suggested for the general public in preparation for professional practice in clinical, policy, administrative, and basic science fields.

A Health Science major is a prerequisite for this class.

**HLTH 210**
**INTRODUCTION TO PUBLIC HEALTH**
**Undergraduate**
This course is designed to lay out the concepts, principles, and case outcomes of public health practice. It outlines theories of health, illness behavior, and health education. It considers community health data source, classical intervention approaches, and the planning and evaluation of community health interventions.

HLTH 201 is a prerequisite for this class.

**HLTH 310**
**SOCIAL EPIDEMIOLOGY**
**Undergraduate**
This course is designed to serve as the foundation for the study of factors that affect the health and illness of whole populations. It lays out the concepts, methods, and key findings related to the distribution of morbidity and mortality, i.e. illness and death afflicting identifiable segments of the population. It is the cornerstone of public health research. The overall perspective is that health and disease are caused by a range of factors and that social factors play a critical role in shaping a person's exposure to risk of illness and death.

HLTH 201 is a prerequisite for this class.

**HLTH 350**
**HEALTH SCIENCES CAPSTONE**
**Undergraduate**
The Senior Capstone will bring students from both concentrations in the Health Sciences Program together in an opportunity to share biomedical and psycho-social perspectives in an examination of current health issues.
HLTH 380
TOPICS IN HEALTH SCIENCES
Undergraduate
Upper level course focused on a specific topic in Health Sciences that involves reading of primary literature and discussion.

HLTH 399
INDEPENDENT STUDY
Undergraduate
INDEPENDENT STUDY

HON 100
RHETORIC AND CRITICAL INQUIRY
Undergraduate
This course covers the fundamentals of research and leads students through a sequence of writing assignments which require them to take positions and persuade audiences about issues of public concern. Students will create effective academic discourse, develop critical thinking skills, explore issues of form and style, and examine arguments. HON 100 is required for all Honors students. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 101
WORLD LITERATURE
Undergraduate
The focus of Honors 101 is the way writers use language to construct their worlds. Reading, writing, and informed discussion are at the heart of this course, which uses texts from a range of cultures and historical periods to explore how literary works represent issues of human importance.

Membership in the University Honors Program is a prerequisite for this class.

HON 102
HISTORY IN GLOBAL CONTEXTS
Undergraduate
With the goal of enhancing historical literacy and critical thinking, this course invites students to explore how the interdisciplinary tools of historical inquiry aid them in their encounter with the multicultural past through study of a particular society or societies. Students discover how historians extract meaning from primary and secondary sources while exploring the problems and issues involved in analyzing and using a variety of sources. Topics of this course vary and are set by the faculty. Each section of HON 102 will be subtitled to indicate its topic; please see the schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

HON 104
RELIGIOUS WORLDVIEWS AND ETHICAL PERSPECTIVES
Undergraduate
This course focuses on the collective construction of cultural reality and examines people's confrontation with the sacred as a formative instrument in this process. The overriding concern of Honors 104 is with the meaning and function of culture as a system or world that we inhabit. This world with its distinctive concepts of ultimacy, time, space, cosmos, and life passages is created and enacted through myths, narratives, and ritual performances. Students will develop analytical skills necessary to apply theoretical explanations and interpretations to the process of constructing cultural reality. All sections of the course will involve a field experience in which students enter the world of a community which is not part of their own experience.

Membership in the University Honors Program is a prerequisite for this class.
**HON 105  
PHILOSOPHICAL INQUIRY  
Undergraduate**

Providing an introduction to philosophy as a mode of inquiry, this course explores, from a variety of perspectives, the questions central to the human condition, placing philosophical positions within the context of human values. Students will address the themes of knowledge, action, and human identity, considering how one thinks critically about such questions and what it means to inquire about the human condition in a rational manner. Readings will be drawn from both primary philosophical texts and relevant material from other disciplines.

Membership in the University Honors Program is a prerequisite for this class.

**HON 110  
HONORS DISCOVER CHICAGO  
Undergraduate**

Honors Discover Chicago courses acquaint first-year Honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 110 includes observation, participation, readings, site visits, discussions, and writing. The course begins with an immersion week one week before the start of the autumn quarter; classes continue to meet through the autumn quarter, ending on the same date that LSP 110 courses are completed. Students will select a particular Honors Discover course from the available offerings. All Honors students must take either HON 110 or HON 111. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 110. Honors Discover Chicago courses are offered during autumn quarter and are available only to first-year students in the University Honors Program. Formerly HON 111.

Membership in the University Honors Program is a prerequisite for this class.

**HON 111  
HONORS EXPLORE CHICAGO  
Undergraduate**

Honors Explore Chicago courses acquaint first-year Honors students with the metropolitan community, its neighborhoods, cultures, people, institutions, organizations and issues. Students will also learn about university life and resources and will become acquainted with the Honors scholarly community. Work in HON 111 includes readings, lectures, site visits, discussions, and writing. Students will select a particular Honors Explore course from available offerings. All Honors students must take either HON 110 or HON 111. Students with credit for 110 cannot receive credit for 111. Students entering the Honors Program after completing LSP 110 or LSP 111 should not take Honors 111. Honors Explore Chicago courses are offered during autumn quarter and are available only to first-year students in the University Honors Program. Formerly HON 110.

Membership in the University Honors Program is a prerequisite for this class.

**HON 180  
DATA ANALYSIS AND STATISTICS  
Undergraduate**

Using real-world data and open-ended investigations from a variety of disciplines, students apply quantitative and statistical reasoning skills to focus on outcomes of analysis. Students will explore the nature and description of data, probability theory, sampling, variability, estimation, analysis of correlation, hypothesis testing, and experiment design to become critical users of quantitative information. Open only to students in the University Honors Program.

LSP 120, MAT 130 or placement by test is a prerequisite for this class.

**HON 201  
STATES, MARKETS, AND SOCIETIES  
Undergraduate**

This course focuses on the organization of economic, political and social relationships within the global system, including analysis of how these relationships affect the distribution of power, resources, well-being and cultural capital in different societies. It covers such topics as phases in the growth of global trade and investment; the role of economic incentives; the historical and conceptual relationship between markets; social stratification, culture, and forms of popular participation; and the development challenges posed by international inequality and social marginality.

Membership in the University Honors Program is a prerequisite for this class.
HON 205
INTERDISCIPLINARY ARTS
Undergraduate
This course offers interdisciplinary study of two or more art forms in a particular historical period, looking at relations among the arts and between art and its cultural contexts. Students will develop a critical vocabulary for the analysis of works in the visual arts, theater, music, literature, or other art forms. Work in the course will be interdisciplinary and will include readings, classroom exercises, visits to relevant performances or exhibits, and papers. Variable topics; please see the schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

HON 207
INTRODUCTION TO COGNITIVE SCIENCE
Undergraduate
This course introduces cognitive science, an interdisciplinary field that draws upon aspects of cognitive psychology, philosophy, linguistics, anthropology, education, neuroscience and artificial intelligence. Its unifying goal is to construct and evaluate process-oriented theories of how people think and reason. Researchers in cognitive science typically work under the assumption that processes of human thinking can be understood in computational terms. Students will read and discuss articles describing cognitive models, experiment with computer programs that purport to be models or simulations of some aspect of human cognition, and debate whether certain models serve as viable scientific theories. Assignments include written work as well as computer projects. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 220
HONORS BIOLOGY
Undergraduate
Through reading, lecture, discussion and laboratory work on a topic in biology, students will learn scientific methods of inquiry and gain a biological perspective on the world. By examining a specific topic, the course will introduce students to some approaches used in investigating and understanding biological systems. Students will consider examples of how biological knowledge can inform discussions of socially important issues. Course work will include papers and examinations as well as laboratory investigation, with some assignments requiring students to work in teams. Variable topics; please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 221
HONORS CHEMISTRY
Undergraduate
This course introduces students to scientific knowledge and inquiry through a particular topic in chemistry. The laboratory component allows students to have first-hand knowledge of the course content and also provides opportunities for student-directed investigations that model scientific inquiry as a problem-solving method. Students will develop their curiosity about the world as well as the skills to answer their own questions and evaluate the research of others; they will complete written assignments as well as laboratory work. Variable topics; please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 222
HONORS ENVIRONMENTAL SCIENCE
Undergraduate
Honors Environmental Science provides an overview of the interrelationships between humans and their environment from a scientific perspective. This interdisciplinary course is designed to provide an understanding of 1) basic ecological principles and how these principles apply to human populations, 2) how cultural and societal institutions influence the availability and use of resources, 3) major environmental problems and their causes, and 4) the application of scientific knowledge and methodology to understanding and solving environmental issues. The format of this course is lecture, discussion and lab.

Membership in the University Honors Program is a prerequisite for this class.
HON 223
HONORS PHYSICS
Undergraduate
This course introduces students to scientific knowledge and inquiry through a particular topic in physics. The laboratory component allows students to have first-hand knowledge of the course content and also provides opportunities for student-directed investigations that model scientific inquiry as a problem-solving method. Students will develop their curiosity about the world as well as the skills to answer their own questions and evaluate the research of others; they will complete written assignments as well as laboratory work. Variable topics; please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 225
HONORS SCIENCE TOPICS
Undergraduate
Students in Honors 225 will investigate a particular scientific topic or issue using readings, discussions, papers, and laboratory work. In the process of investigation they will learn about the nature and processes of science and will be able to describe and explain their work in writing; some projects may be done in teams. All sections of Honors 225 include a laboratory component. Please see the Schedule of Classes for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

HON 300
HONORS JUNIOR SEMINAR
Undergraduate
This course, offered occasionally, invites students to enhance their skills in conducting research on issues of interest to a broad audience. Please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 301
HONORS JUNIOR SEMINAR IN MULTICULTURALISM
Undergraduate
This seminar asks students to conduct research on complex issues related to multiculturalism. Topics may cover various dimensions of identity including issues of race and ethnicity, class, gender, language, religion, sexual orientation, disability and nationality. Students are encouraged to develop a critical perspective about the meaning of multiculturalism and to understand the historical and/or contemporary manifestations of inequality. All students prepare research projects and participate in seminar discussions. Variable topics; please see the schedule for current offerings. This course meets the university's requirement in multiculturalism and the Honors Program Junior Seminar requirement.

Membership in the University Honors Program is a prerequisite for this class.

HON 350
HONORS SENIOR SEMINAR
Undergraduate
This course, which meets the capstone requirement for the Honors Program, fosters preparation for life-long learning. In a seminar setting, students explore a designated topic, develop related projects, and pursue work in an area defined by the Honors faculty member who designed the particular course. Seminars will be offered in broad interdisciplinary areas, allowing seniors to choose from diverse topics; please see the schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 351
HONORS SENIOR SEMINAR IN SERVICE LEARNING
Undergraduate
This senior seminar, which meets the capstone requirement for the Honors Program, brings students into the community as they develop skills for lifelong learning. Students in this course explore theories of service and the relationship between altruism and activism as they consider the role that service will play in their lives after DePaul. Outside of class, students will devote a minimum of three hours each week to service work at one of the sites offered through the course. This course also meets the university's Experiential Learning requirement for students who have not yet fulfilled this requirement. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.
HON 395
HONORS SENIOR THESIS
Undergraduate
Honors students are encouraged to undertake a senior thesis, an independent interdisciplinary research project proposed by the student and carried out under the supervision of a faculty advisor. Students electing to complete a senior thesis must submit an application signed by a faculty director and a two-page project description to the Honors Program Director by the eighth week of the quarter prior to that in which the project will be done. Completion of the thesis project meets the capstone requirement for the Honors Program. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 397
HONORS STUDY TOUR I
Undergraduate
Study tours with faculty leaders. Research, reflection, and writing on site-specific topics and issues. Variable topics. See the Schedule for current offerings. Open only to students in the University Honors Program.

Membership in the University Honors Program is a prerequisite for this class.

HON 398
HONORS STUDY TOUR II
Undergraduate
A continuation of Honors 397. See the Schedule for current offerings.

Membership in the University Honors Program is a prerequisite for this class.

HR 102
Fundamentals of Human Resource Management
Continuing Education

HR 102
Principles of Human Resource Management
Continuing Education

HSP 1
ETIQUETTE DINNER
Undergraduate
Learning appropriate behavior as an industry professional in a social or dining environment is a skill important to successful business interaction. Instructional sessions are used to convey expected behaviors in professional settings, culminating in a formal business dinner where students can practice learned skills.

An intended or declared Hospitality Leadership major or minor or declared Real Estate major is a prerequisite for this class.

HSP 2
DELIVERING GLOBAL HOSPITALITY SERVICE LEVELS
Undergraduate
Hospitality service is delivered differently in various cultures and levels, from quick service to fine dining, budget hotels to luxury suites, and basic meeting rooms to deluxe conventions and expositions. American, Asian and European service styles are explored. An emphasis is placed upon service styles of international cuisines and personal services.

HSP 1 or an Intended or Declared Hospitality Leadership minor is a prerequisite for this class.

HSP 3
HOSPITALITY COMMUNITY SERVICE
Undergraduate
To support the Vincentian mission of DePaul and to demonstrate mastery of hospitality concepts, students are to engage in one (1) community service event during his or her senior year on a voluntary basis. The event must be sponsored by a non-profit organization and the student is to contribute his or her hospitality knowledge and skills toward the production of the event. The event or organization sponsoring it does not have to be in the hospitality industry, but the activity must be hospitality in nature.

Senior standing is a prerequisite for this class.
HSP 100  
INTRODUCTION TO HOSPITALITY  
Undergraduate  
This course takes a survey perspective in introducing students to the global hospitality industry, its associations, organizations and businesses. This course provides an overview of the historical evolution and development of modern, lodging, food & beverage, private club, meetings & events, and other hospitality related industries. Current and future career opportunities are explored.

HSP 101  
INTRODUCTION TO GLOBAL TOURISM  
Undergraduate  
This course takes a cross-disciplinary approach to examine the many facets of tourism. Specific analysis of world travel destinations, customs and traditions, visitor attractions, political, religious and other cultural differences as these relate to the tourism industry will be over-viewed. This course evaluates tourism globally while identifying economic, socio-cultural, and environmental impacts on host destinations from the perspectives of the local communities as well as the traveler. The basic dimensions of sustainability, civic engagement, ethics, service and the historical perspective that are integral to the tourism industry will be covered from a social science perspective, in order to provide students with the kind of practical knowledge that can be applied in many fields of study. This course is intended for non-Commerce students and cannot be counted toward a major or minor in Hospitality Leadership.

HSP 201  
INTERNATIONAL HOSPITALITY SERVICE & EXPERIENCE MANAGEMENT  
Undergraduate  
The concepts of service, service delivery and service recovery in different cultural and geographic contexts are explored, including the full range from limited service through deluxe, the intentional decisions of management about what and how much service to offer, the quality of service, delivering service for rather than to someone, and how to transform a service event into a repeatable, memorable experience.

HSP 202  
HOSPITALITY BUSINESS OPERATIONS  
Undergraduate  
The course details key hospitality industry organizations and their business structures. Exploring the operations specific to hotels, restaurants, private clubs and the meeting & events segments will be the focus of this course. Current issues, trends and technologies within hospitality business operations specific to these segments will be evaluated and detailed.

HSP 203  
HOSPITALITY LEADERSHIP FORUM I  
Undergraduate  
The primary goal of the course is to move students towards the development and understanding of the foundations of leadership, differentiating leadership from management, and emphasizing the core traits and other personal qualities required of successful hospitality leaders. The course further focuses on the importance of a leader's character, values and professionalism as the basis for ethical decision-making in an organizational context.

HSP 204  
HOSPITALITY LEADERSHIP FORUM II  
Undergraduate  
The course focuses on leadership skills needed to develop and promote effective teamwork. This course will cover concepts and theories regarding the leadership of teams while providing a backdrop of continuous increased self-knowledge and supportive development. The practical application of the theories covered in the course will be addressed and students will have the opportunity to develop hands-on team facilitation skills.

HSP 206  
HOSPITALITY RATIO & DATA ANALYSIS  
Undergraduate  
This course is designed to encourage and enable students to think creatively and critically about ratio data analysis as a tool in hospitality decision-making. Today many hospitality organizations are overwhelmed with data, however making the most effective and efficient use of that data is a continuing challenge. This course will provide students an opportunity to practice some of the skills associated with turning data into useful information for sound hospitality decision-making.

ACC 102 is a prerequisite for this class.
HSP 207
HOSPITALITY LAW & ETHICS
Undergraduate
Legal and ethical concepts in the hospitality industry are explored, including the structure of the American legal system, contract law, discrimination, product and property liability, and torts. Laws specific to the hospitality industry are introduced. Ethical perspectives are identified and applied to hospitality operations. Administrative law and government regulation of hospitality is also discussed.

HSP 301
SERVICE LEADERSHIP SPEAKER SERIES I
Undergraduate
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's junior year.

Junior Standing or above is a prerequisite for this class.

HSP 302
SERVICE LEADERSHIP SPEAKER SERIES II
Undergraduate
Industry professionals will address service leadership and current issues in hospitality and tourism. Speakers will address the role of leadership in the creation and delivery of service. This course should be completed during a student's senior year.

Senior standing is a prerequisite for this class.

HSP 303
HOSPITALITY INTERNSHIP I
Undergraduate
This course is a supervised and structured industry learning experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, private clubs, convention centers, tourism offices, airports, airlines, spas or restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter.

HSP 100 and HSP 204 are a prerequisite for this class.

HSP 304
HOSPITALITY INTERNSHIP II
Undergraduate
This course is a supervised and structured industry experience. It is designed for students to concurrently obtain practical experience and course credit through a formal internship in a functional department within hospitality operations. This course reflects the importance of providing additional real-world job experience within a unique sector other than that experienced from the student's completion of their first internship. This course is designed to advance and contrast students experiences within both practica.. Site is to be chosen in collaboration with faculty. Students must win acceptance through an interview with a hospitality professional who will supervise the practicum. Potential sites could include one of Chicago's many hotels, clubs, convention centers, tourism offices, airports, airlines, spas and restaurants. Students are required to work a minimum of 50 hours needed for completion over a 10-week quarter.

HSP 303 is a corequisite for this class.

HSP 320
CLUB MANAGEMENT
Undergraduate
This course explores the management of, and leadership roles within, private city, country, and athletic clubs. Topics include: the general manager function; organizational structure of clubs; the role of the board of directors; membership requirements; equity and non-equity clubs; tax-exempt clubs and nontax-exempt clubs; duties and leadership responsibilities of department heads in private clubs; governmental regulations; the future of clubs; and the relationship of private clubs to the hospitality industry.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 321
FOOD PRODUCTION MANAGEMENT
Undergraduate
This laboratory-based course is an introduction to the basic principles of food production. Topics include culinary terminology, theory and application of food preparation techniques, food product identification and fabrication.

ServSafe Manager Certification and a declared Club Management Concentration is a prerequisite for this class.

HSP 322
QUANTITY FOODSERVICE MANAGEMENT
Undergraduate
Analysis of factors affecting quantity food production and service in the foodservice industry, emphasizing adherence to food quality and service, ethical evaluation of food products and commercial equipment, planning and coordinating food production activities for large groups, and the impact of operations upon environmental sustainability.

HSP 321, ServSafe Manager milestone and a declared Club Management concentration is a prerequisite for this class.

HSP 323
ADVANCED CLUB MANAGEMENT
Undergraduate
An in-depth, international, comprehensive study and analysis of the senior club manager’s role in operating a successful private club. Focused on advanced methods and issues including: career planning, club bylaws and rules, legal and ethical concerns, facility design and management, special enterprises within the club, break even and financial analysis, club feasibility and marketing, research interests, membership services, CCM certification and promotion/public relations. Case studies and a comparison of international approaches to managing clubs will be used to augment lectures and discussions.

HSP 320 is a prerequisite for this class.

HSP 330
FOODSERVICE MANAGEMENT
Undergraduate
This course is designed to introduce the major components of food and beverage service management and to differentiate those components from management in other hospitality segments. The course focuses on management procedures, service styles and safety in food service operations. The course examines the basics of several types of restaurants, including independents and chains. Catering operations will also be addressed.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 331
FOODSERVICE PURCHASING
Undergraduate
Details the standards of quality as applied to food, supplies and related products used in the foods industry. Provides methods and criteria for recognizing quality, evaluating, specifying, purchasing and inspecting these products. The use of technology in the purchasing component of the foodservice industry is detailed.

HSP 330 or 339 is a prerequisite for this class.

HSP 332
BEVERAGE MANAGEMENT
Undergraduate
This course is an overview of the commercial beverage industry. Emphasis is on management’s role and responsibility in operating a facility serving alcoholic beverages. Principles and practices regarding the production, selection, purchasing, storage and service of beverage alcohol in the hospitality industry are detailed.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 333  
INTERNATIONAL WINE EDUCATION & MANAGEMENT  
Undergraduate  
The purpose of this course is to introduce students to the world of wine. The course emphasizes export shares and trends for significant producing counties and regions. The course further will focus on the processes of grape growing and the science that underlies the practical issues. The implications for wine-style, quality and costs of decisions taken at each stage of wine production will be covered. Students must be legal drinking age by start of course.

HSP 334  
CONTRACT FOODSERVICE MANAGEMENT  
Undergraduate  
This course focuses on the field of professional contract food management. Major corporations will be evaluated. The course will emphasize: contractor activities, types of management contracts, contracts versus commercial foodservice operations and the client liaison.

HSP 330 or 339 is a prerequisite for this class.

HSP 339  
NON-PROFIT FOODSERVICE MANAGEMENT  
Undergraduate  
This course is designed to introduce the major components of food and beverage service management in non-profit foodservice operations such as at schools, soup kitchens, homeless shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit organizations. The course focuses on management procedures, service styles and safety in non-profit food service operations.

HSP 340  
LODGING PROPERTY MANAGEMENT  
Undergraduate  
Practices and systems utilized in the operational management of the hotel, including front office, reservations, uniform service, and housekeeping areas. Coordination with F&B, catering, sales & marketing, and other departments are explored. Computer systems used as property management systems are introduced and discussed.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 341  
RESORT & SPA MANAGEMENT  
Undergraduate  
The range of resort and spa operations are explored and analyzed. Key topics unique to these geographic and programmatic settings are discussed, including issues in guest relations, the design of programs and amenities, the role of golf courses, tennis facilities, swimming pools and water sports, spas, the impact of operations upon environmental sustainability, and the importance of conference/meeting events in the resort industry.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 342  
TIME SHARE MANAGEMENT  
Undergraduate  
The course focus is upon the concepts of timeshare management. Topics include historical background, development process, market analysis, exchange systems, ownership and calendar issues, ethical obligations, budgeting, and customer relations.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 343  
CASINO MANAGEMENT  
Undergraduate  
Explore the history and development of gaming, casino operations including slots, table games, sports and Internet betting, credit and casino accounting, casino hotels and casino foodservice, and the marketing of the core gaming products. A central focus will be on current trends as well as the primary management and financial elements unique to operating a casino.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 349
NON-PROFIT ACCOMMODATION, SAFETY & SECURITY
Undergraduate
This course is designed to introduce the major components of lodging management in non-profit operations such as at homeless shelters, battered women and children shelters, disaster relief agencies, missions, etc., and to differentiate those components from for-profit lodging organizations. Safety and security concerns of patrons, employees and volunteers in non-profit settings are also explored. The course focuses on management procedures, service styles, and safety in non-profit lodging operations.

HSP 350
MEETING MANAGEMENT
Undergraduate
This course focuses on the fundamentals and core issues of meeting management. Development of meeting time-lines, checklists and request for proposals are covered. The course emphasizes meeting planning, budgeting, marketing, public relations, food and beverage and contract and lease negotiations.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 351
DESTINATION MANAGEMENT
Undergraduate
Provides a comprehensive coverage of worldwide tourism destinations, examining the basic principles of underlying the development of tourist demand, supply and transportation, together with a broad survey of world tourism by generating regions and by destination regions. The convention and visitors bureau (CVB) or local governmental tourism agency is discussed as an integral part of destination marketing and addresses its place and importance in the local hospitality industry and larger, general business community. Issues explored include organizational structure, financing, ethical decision-making, numerous audiences, impact upon environmental sustainability, and its sales and service missions.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 352
SPECIAL EVENTS MANAGEMENT
Undergraduate
This course examines the planning and execution of special events. It is designed to help hospitality leadership students learn the theories of event management with exposure to actual events and event planners. The student will learn how to formulate event strategies for destinations. The course will focus on planning, developing, managing, and implementing all types of events, such as entertainment events, corporate events, cultural events, sporting events and festivals.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 353
EXHIBITION MANAGEMENT
Undergraduate
In this course students will concentrate on organizing, arranging and operating conventions, trade shows, and expositions. The course focuses on the modes and methods of sales used in booking conventions and trade shows, as well as the division of administrative responsibility in their operation.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 354
MEETING & EVENT RISK MANAGEMENT
Undergraduate
This course introduces procedures to manage facilities and risk specific to the events industry. This knowledge is needed to protect guests from safety hazards and firms from loss of profits specific to this unique sector of hospitality. Topics covered include: health and safety, loss prevention and security, emergency preparedness and safeguards, program design and site management.

HSP 100 and HSP 202 are a prerequisite for this class.
HSP 355  ADVANCED MEETING MANAGEMENT  
Undergraduate  
This course introduces advanced management and decision making specific to the events industry. Analysis of current issues and future trends in meeting, exhibition and event management and their impact on other sectors within the hospitality industry will be explored.

HSP 350 is a prerequisite for this class.

HSP 360  HOSPITALITY PRICING  
Undergraduate  
Principles and practices involved in hospitality industry pricing strategies from economic, systems, marketing, distribution, and brand perspectives are explored. Topics include an introduction to yield management, technological trends, pricing theory, benchmarking and reporting matrices, transparency in group and transient market pricing, ethical pricing decisions and the impact upon environmental sustainability, hurdle rates, pricing fences, and the process of competitive analysis. Simulation hotel software is used.

FIN 310 and a completed concentration is a prerequisite for this class.

HSP 361  YIELD MANAGEMENT  
Undergraduate  
Identify, exploit and secure opportunities for hotel revenue maximization. Current methodologies are explored along with the many ethical and legal issues associated with different pricing strategies. Particular emphasis is on optimization of pricing and capacity allocation decisions, impact upon environmental sustainability, constrained optimization, quantitative models of consumer behavior, demand forecasts, and market uncertainty.

HSP 360 is a prerequisite for this class.

HSP 362  GLOBAL DISTRIBUTION SYSTEMS  
Undergraduate  
The evolution of the distribution of global hospitality and tourism products is explored. Distribution systems have become increasingly complex and sophisticated, increasing the need for successful channel management. Topics include the integration of channels, the role of intermediaries, channel optimization, pricing integrity, product packaging the impact upon environmental sustainability, and the integration of marketing efforts in distribution outlets.

HSP 360 is a prerequisite for this class.

HSP 371  CUSTOMER RELATIONSHIP MANAGEMENT  
Undergraduate  
Developing effective strategies for managing customer relationships is the focus of this course, including the active management of relationships through data analysis of customer demands, expectations, and needs. Topics include customer behaviors, expectations, creation and positioning of value, guest satisfaction, ethical service delivery, service quality and sustainable continuous improvement processes, technological applications and loyalty/reward programs.

MKT 310 and a completed concentration are a prerequisite for this class.

HSP 372  GLOBAL HOSPITALITY BRAND MANAGEMENT  
Undergraduate  
Learn to identify strategies and tactics in hospitality brand management, including brand concepts, brand equity, brand mapping, and differentiation. The focus is to explore and understand the importance of brands in hospitality, what brands mean to customers, and how brands should be managed. Students will develop an understanding of hospitality brand design, packaging, naming, profit and loss statements, and product strategies, including legal and global issues. Explore how marketing decisions regarding product policy, pricing, advertising or distribution are made when taking into account the impact on brand equity in the hospitality industry, plus information about how to build and maximize strong hospitality brands.

HSP 100, HSP 202 and MKT 301 are a prerequisite for this class.
HSP 373
INTERNATIONAL HOSPITALITY FRANCHISING
Undergraduate
This course examines franchising in the hospitality industry from both the franchiser and franchisee’s point of view. Students examine start-up, organization, franchiser/franchisee relations, cooperative marketing, legal issues, and daily operations in a variety of hospitality and tourism businesses.

HSP 100, HSP 202 and MKT 301 are a prerequisite for this class.

HSP 381
HOSPITALITY RISK MANAGEMENT
Undergraduate
Introduces procedures to manage facilities and risk in the hospitality industries. This knowledge is needed to protect guests from safety hazards and firms from loss of profits. Examines risk management processes commonly used in the hospitality industry and their potential to protect physical, non-physical, financial and human assets, including the coverage of such issues as insurance, handling losses, safety, security, ethical decision-making, environmental sustainability, crisis management, and emergency procedures.

HSP 100 and HSP 202 are a prerequisite for this class.

HSP 382
MANAGING WITH HOSPITALITY UNIONS
Undergraduate
Labor relations and collective bargaining relative to the hospitality industry and their uniqueness in the various segments are explored in this course. The course will focus on labor relation information specific to approaches used by unions to organize as well as methods used by management to combat organization.

MGT 300 is a prerequisite for this class.

HSP 386
HOSPITALITY ACCOUNTING I: REVENUES & EXPENSES
Undergraduate
The application of accounting principles as applied in the hospitality industry is explored. The purpose of this class is to advance the hospitality student’s knowledge of accounting concepts related to the income statement using the hospitality industry version of the Uniform System of Accounts. The class increases the students understanding of the importance revenue recognition, expense classification, and matching of revenue and expenses for operational analysis purposes. Students will study payroll accounting, withholding and tax reporting requirements and regulations specific to the hospitality industry along with labor variances and their relevance to understanding operations and performance versus budgets. This class, in conjunction with HSP 387, HSP 388 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.

ACC 102 is a prerequisite for this class.

HSP 387
HOSPITALITY ACCOUNTING II: CAPITAL MANAGEMENT & RISK
Undergraduate
This course provides an in-depth understanding of the Balance Sheet for companies in the hospitality industry. The purpose of this class is to advance the hospitality student’s knowledge of accounting concepts. The class will provide students with an operational approach to the financial risks that exist in every organization as well as those unique to the hospitality industry. The class will also introduce students to the unique challenges of working capital management and control in the hospitality industry. The Hospitality Industry utilizes the Uniform System of Accounts to establish an industry-wide framework for reporting. The students will become familiar with the Uniform System of Accounts, its purpose and proper Balance Sheet application. This class, in conjunction with HSP 386, HSP 388 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.

ACC 102 and HSP 386 are a prerequisite for this class.
HSP 388
HOSPITALITY ACCOUNTING III: BUDGETS & LEASES
Undergraduate
The purpose of this class is to advance the hospitality student’s knowledge of operating budgets, lease accounting and tax status of private clubs. This class, in conjunction with HSP 386, HSP 387 and HSP 389, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.

ACC 102 is a prerequisite for this class.

HSP 389
HOSPITALITY ACCOUNTING IV: INFORMATION TECHNOLOGY SYSTEMS
Undergraduate
In this course students are introduced to the critical information technology systems necessary to run a hospitality business including property management, distribution channels, revenue management, computing, and telecommunications. This class, in conjunction with HSP 386, HSP 387 and HSP 388, will prepare the student to successfully sit for and pass the accounting portions of the Certified Hospitality Accountant Executive exam.

ACC 102 and MIS 140 are a prerequisite for this class.

HSP 398
SPECIAL TOPICS IN HOSPITALITY
Undergraduate
Special Topics. Content and format of this course are variable. An in-depth study of current issues in hospitality. Subject matter and prerequisites will be indicated in class schedule.

HSP 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in Hospitality Leadership.

HSP 502
MANAGING THE GUEST/EMPLOYEE EXPERIENCE
Graduate
This course is designed to examine highly developed principles of the guest experience, the guest/employee interface, and the role employee development and service delivery plays within the hospitality industry. Leadership of various hospitality service operations will be studied in the context of realms of experience and guest quality assurance. Experience realms will be grounded in the constructs of unique hospitality experiences that engage guests in an inherently personal way. Topics will include: customer care and loyalty programs, creativity and innovation, employee skill development, service operation strategies, product design, capturing guest identity, and customer co-creation.

MGT 500 and MGT 502 are a prerequisite for this class.

HSP 503
ADVANCED HOSPITALITY LEADERSHIP AND PERFORMANCE
Graduate
The goal of this course is to examine advanced hospitality leadership practices within the various industry segments. Leadership principles and hospitality management approaches will be examined through the lens of financial and human capital performance. Topics include: critical decision-making, hospitality team dynamics and service performance, financial feasibility in operational delivery, brand and marketplace competency, ethics and values.

MGT 500 and MGT 502 are a prerequisite for this class.

HSP 505
SERVICE TECHNOLOGY & INNOVATION IN THE HOSPITALITY ENVIRONMENT
Graduate
This course examines the interaction and interdependency of hospitality technology and service systems in the context of service leadership, innovation and multi-media. Students will apply contemporary theory surrounding technology utilization in hospitality service systems including: human capital productivity and infrastructure hierarchy, network based service systems, efficiency and effectiveness information processing, enhanced client interfacing and user generated content issues and opportunities.

HSP 503 is a prerequisite for this class.
**HSP 506**  
**HOSPITALITY OPERATIONAL PERFORMANCE DESIGN & IMPLEMENTATION**  
Graduate  
The goal of this course is to evaluate, construct and apply innovative service design and implementation models of service systems in the hospitality operation environment. The course will enable students to analyze service systems through the lens of competitive service orientated product positioning, and operational system architecture. Topics include: hospitality systems thinking-service design, service product life cycle evolution and development, hospitality organizational structure and service system procedures, integrated hospitality operational diagnostics and operational performance metrics.

HSP 504 is a prerequisite for this class.

**HSP 550**  
**NON-PROFIT FOODSERVICE AND SHELTER MANAGEMENT**  
Graduate  
Non-profit hospitality foodservice and shelter management encompasses a broad array of institutions, associations and organizations on a local, regional and national level. The leadership requirements associated with disaster relief response, national philanthropic, and local grassroots community organizations will be examined. Non-profit organizational frameworks and governance components that are necessary to successfully lead a non-profit enterprise are explored. Topics include: leadership and logistical support/Readiness, emergency relief services, international regulatory and procedural issues, volunteer workforce planning and acquisition, food sourcing and distribution, foodservice outlets and delivery mechanisms, shelter accommodations, and community alliance networking.

MGT 500 and MGT 502 are a prerequisite for this class.

**HSP 551**  
**NON-PROFIT EVENT MANAGEMENT**  
Graduate  
Non-profit event management is evolving into a complex and dynamic discipline within the hospitality industry. This course examines the nature and structural components of event management within the non-profit sector. The course design will incorporate event conceptualization and evaluation techniques unique to the non-profit hospitality product delivery. Topics will include: market segmentation, strategic analysis for event planning, financial literacy, managerial and operational logistics, governmental and non-govermental advocacy, sponsorship development and fund raising, contract execution and contract administration.

MGT 500 and MGT 502 are a prerequisite for this class.

**HSP 561**  
**REVENUE MANAGEMENT**  
Graduate  
This course explores revenue management within the hospitality industry from a comprehensive perspective as it pertains to the importance of generating business revenues and contributions to the overall service-firm financial performance. The evolution of revenue management principles and practices within the hospitality sector has advanced in both sophistication and complexity, increasing the need for enhanced development of human capital, investments in data analytics, and systems integrated approaches to successful revenue generation. Topics include: Data mining and predictive analytics, inventory and price management, consumer behavior, social media and e-commerce, and demand based forecasting. Simulation software is used in this course to apply the principles of revenue management to practical situations.

GSB 420 and MKT 555 are a prerequisite for this class.

**HSP 562**  
**HOSPITALITY DISTRIBUTION CHANNELS**  
Graduate  
This course examines advanced principles and applied hospitality revenue management strategies associated with service distribution channels. Topics include an introduction to the global distribution networks, branding perspectives and channel management, corporate reservations systems, travel intermediary relationships, advanced pricing theory-price parity, product marketing and content consistency, search engine optimization, competitive positioning and analysis, systems processing, human capital resources and organizational processes.

HSP 561 is a prerequisite for this class.
HSP 563
HOSPITALITY DATA ANALYSIS & FINANCIAL METRICS
Graduate
This course provides a comprehensive perspective of various hospitality financial performance constructs and key industry operating performance benchmarks. Students will be indoctrinated to hospitality industry financial metrics and the critical nature of linking financial analysis with decision-making in order to achieve organizational profitability objectives. Topics include: interpretation of financial statements, operating control systems, budgeting-forecasting synthesis, operational leadership techniques and operations flow-through, flex staffing and productivity, and capital-facility maintenance. PREREQUISITE(S): GSB 420

GSB 420 is a prerequisite for this class.

HSP 793
PRACTICUM IN APPLIED HOSPITALITY LEADERSHIP
Graduate
Experiential learning plays an important role in applying academic knowledge to real-world business challenges and opportunities. This practicum in applied hospitality leadership engages students in a practical, experiential, multidisciplinary approach to learning, which fosters development of personal and professional skills. Under the direction of the course faculty, students assume the role of researchers/advisors to key Chicago hospitality organizations that seek guidance on business strategy or challenging operational issues. Projects might include: leadership assessments, service-process improvements, service innovation, event planning, club management and others. Students work closely with sponsoring organizations and supervising faculty to identify the scope of the projects, collect information and conduct analysis, and then report findings and/or recommendations. Major outcomes include an oral presentation to faculty and a written report for management.

HST 111
THE WORLD TO C.1500 (FORMERLY HST 218)
Undergraduate
This course will examine the phenomenon of civilization as experienced by West Asian, South Asian, East Asian, African, European, and Pre-Columbian American societies to 1500 A.D. Formerly HST 218.

HST 112
THE WORLD, C.1500-1914 (FORMERLY HST 219)
Undergraduate
This course will examine the global integration of all societies from 1500 A.D. to World War I. Formerly HST 219.

HST 113
THE WORLD, 1900-PRESENT (FORMERLY HST 220)
Undergraduate
A survey of the political, cultural, and technological developments of the years since 1900, concentrating on the growth of a single world-wide civilization and on the changing international balance of military, political and economic power. Formerly HST 220.

HST 121
LATIN AMERICA TO C.1800 (FORMERLY HST 205)
Undergraduate
A survey of Latin American history that offers a continental approach to the colonial period. Special attention is given to Native American societies before 1492, to the Spanish conquest of Mexico and Peru, to the trade in African slaves (Spanish and Portuguese colonies), and to issues of race, class, and gender during the colonial period. Formerly HST 205.

HST 122
LATIN AMERICA, C. 1800-PRESENT [(FORMERLY HST 203)
Undergraduate
A survey of 19th and 20th century Latin America, starting with the wars of independence and emphasizing the rise of nationalism and ideological struggles. Formerly HST 203.
HST 131
AFRICA TO 1800 (FORMERLY HST 227)
Undergraduate
A study of African history from earliest times, concentrating on the political, social and religious aspects of major African states and empires. Formerly HST 227.

HST 132
AFRICA, 1750-1900 (FORMERLY HST 228)
Undergraduate
The Age of Conquest. The origins of Afro-European relations and the political, economic and military causes of the European partition and occupation of the continent. Formerly HST 228.

HST 133
AFRICA, 1900-PRESENT (FORMERLY HST 229)
Undergraduate
The workings of the colonial system, the rise and course of independence movements, and the history of individual African states since independence. Formerly HST 229.

HST 141
THE MUSLIM WORLD, C. 600 CE TO 1100 (FORMERLY HST 223)
Undergraduate
Foundation of First Global Civilization (600-1100). A study of the emergence of Islam and the growth of the Islamic community from the time of the Prophet Muhammad until the end of the eleventh century. Formerly HST 223.

HST 142
THE MUSLIM WORLD, 1000-1500 (FORMERLY HST 224)
Undergraduate
Sultans, Khans and Shaykhs: Medieval Islamic History (1000-1500). A survey of Muslim history from the decline of the Arab caliphate to the rise of the great gunpowder empires, addressing themes of political expansion, military slavery, devastation brought about by the twin plagues of the Mongols and the Black Death, and the growth of Islamic mysticism. Formerly HST 224.

HST 143
THE MUSLIM WORLD, 1400-1920 (FORMERLY HST 225)
Undergraduate
Great Empires (1400-1920). Examines the social, cultural and economic histories of the Ottoman-Turkish, Safavid Iranian and Mughal-Indian empires which dominated the Muslim world in the crucial centuries between the end of the Mongol empire and the advent of European dominance. Formerly HST 225.

HST 151
SOUTH ASIA TO C. 900 C.E. (FORMERLY HST 256)
Undergraduate
The course follows the development of the history of the region from the earliest phases of human settlement, the first civilization in the Indus valley, and the formation of the Mauryan and Gupta empires. It will analyze the growth of different state structures from tribal/lineage based state to these great empires. It incorporates the rise of regional states and the growing importance of trade to linking South Asia with the West. It will also examine the development of different religious traditions from Vedic Brahmanism to Buddhism to Jainism and the very early days of Islam in the region. The central question of this course will be how to contextualize the relationship between structures like family, law, caste, community, state and the tumultuous changes in the subcontinent over this long period. Formerly HST 256.

HST 152
SOUTH ASIA, C. 900 CE TO 1707
Undergraduate
The course begins with the transformation of society from the `ancient? to the `medieval?, and compares it to developments in Europe in the feudal age. It then incorporates specific developments in South Asia ? political, social, cultural ? that came about with the establishment of powerful Islamic states in a region where Muslims were a minority. These issues will inform the analysis of the Ghaznavid and Ghurid invasions, the Delhi Sultanate, the Vijayanagara empire and the Mughal empire. The course will end with the Marathas and the decline of the Mughal empire, and the rising influence of the British. The central themes concern how the state, economy, culture, and society developed in the period when Islam became firmly embedded in South Asia.
HST 153
SOUTH ASIA, 1707-1947 (FORMERLY HST 257)
Undergraduate
The course begins with the decline of the Mughal Empire, and then moves to examine the British empire, the nationalist movement and finally to independence and partition in 1947. The central questions of this course continue to be relevant in the post-colonial period: how we understand the distinctive form of modernity that has developed in South Asia. Taking a comparative approach as often as possible, the course examines the fundamental ways that Britain was as transformed by the development of its empire as was colonial India. The course constantly deconstructs easy binaries of self and others/ East and West by examining the differences within Indian and British society. Formerly HST 257.

HST 161
EAST ASIA TO C. 1200 (FORMERLY HST 286)
Undergraduate
Outlines the history of the region (China, Korea and Japan) during the period of antiquity. Follows the development and the formation of dynastic rule in China and Korea and the imperial institution in Japan. Assesses the extent of the role of ancient Chinese philosophy, language, and statecraft in establishing a coherent region we now call "East Asia."

HST 162
EAST ASIA c. 1200 TO 1800 (FORMERLY HST 287)
Undergraduate
Begins with the transition of East Asia (China, Korea and Japan) from ancient to medieval society and compares it to developments in Europe during the feudal age. Explores the political, economic and cultural relations between the various states in the region as a whole as well as the specific local developments of state and society during this period. Examines the arrival of the first Europeans, traders and then Jesuit and Catholic missionaries, and the resulting radical social realignment within each society stemming from this encounter with the 'outside.'

HST 163
EAST ASIA, c.1800-PRESENT
Undergraduate
Begins with the reshaping of East Asian relations from the late 18th century following the realignment of the region after the expulsion of European Catholic missionaries. Follows the radical shift in the relations between these countries as they all sought to respond to the imperial challenges that the West imposed. Explores the central role of Japan and its effort to build an empire in and beyond East Asia from the late 19th century through its defeat in World War II and the lasting historical legacy of that history in the region.

HST 171
EUROPE, 400-1400 [FORMERLY HST 210]
Undergraduate
The important components of European society during the Middle Ages, including rulers, knights, and peasants, churchmen and nuns, urban merchants, intellectuals, and artisans. Who were these Medieval people, what differentiated them, how did they interact with each other, and how and why did these interactions change over time? Formerly HST 210.

HST 172
EUROPE, 1348-1789 (FORMERLY HST 211)
Undergraduate
The development of new European ideologies in a time of heightened political and social conflict, from the rebirth of ancient culture in Renaissance Italy, to the religious debates of the Protestant Reformation; from the theories of absolute monarchy to the early revolutionary ideologies of the Enlightenment. Formerly HST 211.

HST 173
EUROPE, 1789-PRESENT (FORMERLY HST 217)
Undergraduate
A survey of European history from 1789 to the present. Formerly HST 217.

HST 181
UNITED STATES TO 1800 (FORMERLY HST 280)
Undergraduate
A survey of the major social, political, economic and cultural themes in U.S. History from the earliest European settlements to the aftermath of the Revolution. Formerly HST 280.
HST 182
UNITED STATES, 1800-1900
Undergraduate
A survey of the major social, political, economic and cultural themes in U.S. history from the aftermath of the Revolution to the Spanish-American War. Formerly HST 281.

HST 183
UNITED STATES, 1900-PRESENT (FORMERLY HST 282)
Undergraduate
A survey of the major social, political, economic and cultural themes in U.S. history from the Progressive era to the present. Formerly HST 282.

HST 200
MEXICO AFTER INDEPENDENCE
Undergraduate
This survey covers the history of Mexico from 1821 to the present. It will examine the difficulties of nation-building during the 19th Century, the Mexican Revolution (1910-1940), and the success and failure of the "Mexican Miracle."

HST 204
FILM AND LATIN AMERICAN HISTORY
Undergraduate
An inquiry into the way film portrays historical events in Latin America.

HST 206
MEXICO: FROM THE OLMECS TO INDEPENDENCE
Undergraduate
This course surveys the history of Mexico from the rise of the Olmec Civilization to Mexican Independence in 1821. It will examine the rise, fall, and continuities of Mesoamerican civilizations, the Spanish conquest, and the creation of the colonial order.

HST 208
IMPERIAL RUSSIA
Undergraduate
This course examines political, economic, social, and cultural developments in Russia form the time of Peter the Great in the early 18th century to the collapse of tsarism in 1917. Topics include Westernization and resistance during the reigns of Peter the Great and Catherine the Great; reform and reaction under Alexander I and Nicholas I; Alexander II and the great reforms of the 1860's; industrialization and the transformation of Russian society in the second half of the nineteenth century; the rise of radicalism and emergence of revolutionary movements; and the revolutions of 1905 and February 1917.

HST 209
THE RISE AND FALL OF THE SOVIET UNION
Undergraduate
This course examines major political, social, economic, and cultural developments in twentieth-century Russia form the collapse of tsarist rule through the fall of communism. Topics include the rise of Bolshevism and the October Revolution; the Civil War and allied intervention; the period of NEP and "revolutionary dreaming;" Stalin and Stalinism; the Great Patriotic War; Khrushchev and the "thaw," Brezhnev and "developed socialism," and the rise and fall of Mikhail Gorbachev.

HST 212
MEDIEVAL AND RENAISSANCE WOMEN
Undergraduate
Gender roles and ideologies in pre-modern and early modern Europe, from ancient Mediterranean and Germanic women to high Medieval ladies, nuns, serfs, and city women, from early feminism to the restrictions and opportunities brought by the Renaissance and Reformation. Emphasis on primary sources, especially women's writings.
HST 213
MEDIEVAL MYSTICS IN EUROPE: 1000-1600 AD (CROSS-LISTED AS CTH 228)
Undergraduate
The evolution over time of theories and experiences of human union with God, and of varied Christian spiritual paths and practices, as described in mystical literature, saints' lives, religious art, and music. Emphasis on the monastic, urban, and courtly institutional contexts of the documents. Cross-listed as CTH 228

HST 214
EASTERN EUROPE TO 1699
Undergraduate
A survey of the area's settlements by Slavic and non-Slavic peoples, the establishment of medieval states, the East European Renaissance and Reformation, the struggle of Cross and Crescent, and the growth of Habsburg and Ottoman power.

HST 215
EASTERN EUROPE: 1699 TO 1914
Undergraduate
A survey of the East European Enlightenment and absolutism, the Polish Partitions, and the effects of revolutionary ideas on multinational empires.

HST 216
EASTERN EUROPE: 1914-PRESENT
Undergraduate
A survey of World War I and its effects in Eastern Europe; the rise of nation-states; the destruction of traditional agrarian societies; the impact of World War II; and the establishment and decline of Communist regimes.

HST 221
EARLY RUSSIA
Undergraduate
This course examines political, economic, social, and cultural developments in Russia from the emergence of the Kievan state in the ninth century to the reign of Peter the Great in the early eighteenth century. Topics include the rise and fall of Kiev; the Mongol invasion and rule by the "Golden Horde;" the rise of Moscow and unification of Great Russia; the consolidation of tsarist authority and the reign of Ivan the Terrible; the Time of Troubles; and the early Romanov dynasty.

HST 222
MODERN GERMANY, 1870-PRESENT
Undergraduate
Following the path from Germany's unification in the late 19th century via two world wars, the country's division in the course of the Cold War, and ultimately the country's reunification at the close of the 20th century, one of the goals of this course is to introduce students to the major cornerstones of modern German history. Another objective, however, aims at using these events in the exploration of shifting ideas about what it has meant to be German, exploring what factors determined inclusion in or exclusion from the German community.

HST 226
ISLAM AND THE WEST: A SURVEY OF ORIENTALISM
Undergraduate
From "heresy" to "the Green Threat," this course studies the changing perceptions of Islam and the Islamic world held by those in "Western" societies from the time of the Crusades down to the contemporary era.

HST 232
CULTURE AND POLITICS IN IMPERIAL CHINA
Undergraduate
Examines the history of Chinese civilization from the early Shang kingship through the development of the Chinese Empire (221 B.C. - A.D. 1911). We will focus on systematic changes in political, economic, and social structures in China and the intellectual and cultural forms that each configuration produced. Topics include the growth of the Chinese empire, Chinese forms of Buddhism, and the development of Chinese philosophy, scholarship and literature.
HST 233  
THE RISE OF MODERN CHINA  
Undergraduate  
Examine the history of Chinese civilization from the 18th century to the present. We will survey the height of the authority of the Qing Imperial government, its dissolution in the 19th century, and the creation of a revolutionary China in the 20th century. Topics include the Opium War and China’s foreign relations, the introduction of Westernized technology and education, and the rise of Communism under the leadership of Mao Zedong. Also considers the ways in which our contemporary understanding of China is formed by recent developments in the media - Chinese news and film.

HST 235  
EUROPEAN EXPANSION: AGE OF DISCOVERY  
Undergraduate  
A survey of the political, intellectual and scientific roots of the expansion of Europe and of the main voyages of discovery between 1400 and 1825.

HST 236  
EUROPEAN EXPANSION: AGE OF EMPIRE  
Undergraduate  
The establishment of European empires in the 19th and 20th centuries, the nature and effect of empires, the reasons for their disappearance and their legacy for Europe and the non-Western world.

HST 237  
HISTORY OF THE CITY OF ROME  
Undergraduate  
Topics in the history of urban Rome from antiquity through the modern age.

HST 239  
WOMEN IN MODERN EUROPE, 1800-PRESENT  
Undergraduate  
This course will explore the diversity of women’s and girls’ experiences across Europe as they negotiate between public and private spheres, daily life and great events, Europe and the world. Themes may include industrialization, suffrage, imperialism, “new women,” facism, and communism.

HST 240  
HISTORY OF CHICAGO  
Undergraduate  
A history of the founding and development of Chicago from a frontier village to a major industrial, commercial and cultural center. This course will focus on the changing lives of ordinary Chicagoans.

HST 241  
WORLD REFUGEE CRISIS  
Undergraduate  
This is a survey of global refugee crisis and internal displacement between 1945 and the present. The course will focus on the following issues and challenges: human rights, definitions and causes of crisis, internal/external displacements, “environmental” refugees, protection and integration, refugee children, and conflict resolutions in post-war societies.

HST 243  
Undergraduate  
This course traces the development of the Catholic Church from a missionary enterprise to the position of a major social, political, and economic institution. The course will examine the manner in which the hierarchical institution of the Catholic Church has related to the liberal ideal of American democracy.
HST 245
THE HISTORY OF THE BAHAMAS: LOYALSTS, SLAVES & THE CREATION OF AN AFRO-BAHAMIAN WORLD
Undergraduate
History of the Bahamas during the late eighteenth and nineteenth centuries. Focus on the establishment of British rule in the late eighteenth century, the history of slavery in the Bahamas, particularly its expansion after the settlement of Afro-Bahamian society in the nineteenth century. Because the trip will involve time in both Nassau and on San Salvador, the course will compare urban and out island historical and social developments during the Loyalist and post-Loyalist periods.

HST 246
AFRICAN-AMERICAN HISTORY TO 1800
Undergraduate
West African culture, the middle passage, development of the Slave trade, introduction of slavery into the American colonies, African-Americans in the Revolutionary War and the Constitution.

HST 247
AFRICAN-AMERICAN HISTORY, 1800-1900
Undergraduate
African-American participation in frontier life, in the growth of the cotton industry, in the Civil War and Reconstruction to Booker T. Washington.

HST 248
AFRICAN-AMERICAN HISTORY, 1900 TO PRESENT
Undergraduate
W. E. B. Du Bois and Booker T. Washington debates; Marcus Garvey and the Harlem Renaissance, the Great Migration, Civil Rights to Black Power. Cross-listed as ABD 258.

HST 249
ORIGINS OF THE FIRST WORLD WAR, 1871-1917
Undergraduate
Examines the development of the European (and Great Power imperial) state system after the unification of Germany; the formation (and global implications) of the pre-war alliance structure; the political and social movements of nationalism, imperialism, and militarism; the naval race; and the July Crisis of 1914.

HST 250
ORIGINS OF THE SECOND WORLD WAR, 1914 - 1941
Undergraduate
Examines the European (and world) state system in the aftermath of the First World War and the Russian Revolution; the attempts to forge a new international equilibrium at the Paris Peace Conference and after; the rise of Hitler and Nazism; appeasement; the immediate origins of the Second World War in Europe; and the rise of militarism and advent of war in East Asia.

HST 251
ORIGINS OF THE COLD WAR, 1917 - 1953
Undergraduate
Examines the rise of the United States as a world power; the diplomatic significance of the Russian Revolution; the wartime alliance between Great Britain, the United States and the Soviet Union; the collapse of the international order in the aftermath of the Second World War; and the advent of the Cold War.

HST 252
Undergraduate
The origins, nature and progress of the Cold War from the end of World War II until the collapse of the Soviet Union.
HST 253
HISTORY OF THE MODERN OLYMPICS
Undergraduate
This course will examine the Modern Olympics: the oldest and most inclusive institutionalized effort to engender international exchange and perpetuate peacefulness through athletic excellence. Relying on a mix of primary and secondary sources, the course will touch on an array of important issues, including globalization, race relations, gender issues, the rise of popular culture, and terrorism.

HST 254
AMERICAN URBAN HISTORY
Undergraduate
An overview, examining American urban life from the early days of the colonial seaport, through the rise of the smoky industrial center, to today's troubled “dual city” of the rich and the poor. Throughout the course, we will focus on how urbanization affected the lives of the diverse peoples who experienced it. We will also explore the ways in which city life contributed to changes in American culture, and to a greater acceptance of social and cultural diversity.

HST 258
WOMEN IN HISTORY
Undergraduate
A comparative study of women's social, cultural, political, economic roles over time in three parts of the world.

HST 259
HISTORY OF WESTERN SCIENCE
Undergraduate
A survey of scientific thought and discovery from the ancient Greeks to the early 20th century.

HST 260
LESBIAN AND GAY AMERICAN HISTORY, COLONIAL TO 1970
Undergraduate
This course surveys LGBTQ (lesbian, gay, bisexual, transgender, and queer) history in America from the colonial era to the Stonewall Riots. Through primary and secondary source readings and class discussion we will examine how understandings of same-sex sex and sexuality have been constructed in the past. Special attention is paid to readings that draw revealing connections between same-sex sexuality and race, class, and gender.

HST 261
CATHOLICISM IN WORLD HISTORY I: JESUS TO 1500 (CROSS-LISTED AS REL 213/CTH 205)
Undergraduate
A study of the development of the Catholic Church from the time of Jesus to the Renaissance. Religious movements, piety and art as well as theology and ecclesiastical history will be examined. Cross-listed as REL 213 and CTH 205.

HST 262
CATHOLICISM IN WORLD HISTORY II: 1500 - PRESENT (CROSS-LISTED AS REL 214/CTH 206)
Undergraduate
A study of the development of Catholicism since 1500 exploring the Catholic Reformation, Catholicism's encounter with the Enlightenment, the missionary movement and the Catholic Church in the United States. Cross-listed as REL 214 and CTH 206.

HST 263
JAPAN TO C. 1200 (FORMERLY HST 230)
Undergraduate
Follows the formation of a unified state in central Japan during the 5th and 6th centuries. Considers the influence of Korean immigrants and Chinese philosophy and statecraft on the unification of Japan in early antiquity. Explores rise of Japan's aristocratic court culture in Nara and Kyoto as well as powerful Buddhist institutions and the emergence of the warrior class in Eastern Japan. Formerly HST 230.
HST 264
JAPAN c.1200 - 1800
Undergraduate
Follows the emergence of the warrior class and the system of dual political authority until the 14th century, with the imperial court in Kyoto and the samurai elite in Kamakura. Continues with an examination of the early modern processes of urbanization and the growth of a monetary economy, changes in social organization, major cultural innovations, and religious/intellectual movements.

HST 265
JAPAN, c. 1800-PRESENT
Undergraduate
Follows the radical transformation of Japanese politics, society, and economy with the commercialization of the countryside, the weakening of samurai rule, and increased, often hostile, contact with Western imperialist nations. Explores expansion of Japan as an imperialist nation from the middle of the 19th century and the lasting legacy of that expansion in the region. Explores WWII and postwar political, economic, social changes in contemporary Japan.

HST 266
IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments.

HST 268
IRELAND, 1800-PRESENT
Undergraduate
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world.

HST 269
INTRODUCTION TO PUBLIC HISTORY
Undergraduate
Presentation of American history for public consumption, particularly museum exhibitions, historic preservation, and archival collections. Good preparation for an internship in history.

HST 270
U.S. HIS TORICAL LANDSCAPE
Undergraduate
The course considers how the American landscape has been shaped by native occupants, and later, by agricultural settlement and industrial development. A key theme is how culture has shaped the physical world we inhabit, from 1500 to circa 1950.

HST 271
OLD REGIME AND REVOLUTIONARY FRANCE
Undergraduate
This course provides students with a firm foundation in the history of early modern France, ca. 1500-1800, including major developments of the period and an understanding of the relationship between the French revolution and the period that preceded it. Topics will include (among others) the rise of absolutist monarchy, the Enlightenment, French colonialism, pre-revolutionary social and economic conditions, and the French Revolution.

HST 272
FASCISM AND COUNTER REVOLUTION
Undergraduate
An analysis of the various ideological trends that form the mature Fascism from 1920 to the present.
HST 273
HISTORY OF SEXUALITY IN EUROPE
Undergraduate
This course will explore key ideas, practices and patterns across multiple European societies from the French Revolution until the present. Key topics may include demographics, identities, sexology, and sexual consumerism.

HST 274
INTELLIGENCE IN 20TH CENTURY
Undergraduate
A study of intelligence gathering and analysis in the twentieth century (and beyond). This course will address the role intelligence played in the politics, diplomacy, and strategy of the leading world powers. Special consideration will be given to the eras of the two world wars, the cold war, and the emerging nations in the post-war period. The course is comparative in nature and will examine the intelligence communities of the United States, the European powers, the Soviet Union, Japan, China, and Israel.

HST 275
SEX IN AMERICA, PURITANS TO VICTORIANS
Undergraduate
This course surveys the history of three centuries of American ideas about sex and sexuality. By focusing on sexual variation from the era of colonial settlement through the end of the nineteenth century, this course will challenge conventional interpretations of sex in early America.

HST 276
SEX IN AMERICA, LATE VICTORIANS TO PRESENT
Undergraduate
This course will provide an overview of the history of American sexuality from the late 19th century through the present. The course will draw from social and cultural history, the history of medicine and psychology, legal and political history, literature, mass media, and gender studies in order to understand the creation of modern sexual identities.

HST 277
WAR AND PEACE IN THE MODERN AGE
Undergraduate
A survey of military history from 1648 to the present with emphasis on the relationship between armed forces and the societies that create them, the impact of technology on warfare, and efforts to limit deadly conflict.

HST 278
HISTORY OF AMERICAN RELIGION
Undergraduate
A survey of major religious traditions, movements, and themes in American history from the colonial period to the present, including the relationship between religious values and beliefs and other aspects of American culture.

HST 279
WESTWARD EXPANSION IN U.S.
Undergraduate
Explores traditional, comparative, and multicultural perspective of successive frontiers in American history. The period covered is approximately 1775 to 1890.

HST 283
ASIAN-AMERICAN IMMIGRATION AND HISTORY, 1840-1965
Undergraduate
This course surveys Asian American history from the early nineteenth century to 1965. It explores the changing experiences of Asian immigrants and their citizen descendants in the United States within the larger context of immigration and race relations in American history. The course deals with the following broad themes: causes and processes of migration, responses from American society, and experience of immigration.
HST 284
HISTORY OF EDUCATION IN THE UNITED STATES
Undergraduate
Thematic study of the educational developments in U.S. History

HST 285
ANCIENT ROME: AUGUSTUS TO CONSTANTINE
Undergraduate
This course examines the history of the Roman Empire from its beginnings under Augustus (27 BCE-14 CE) to its reorganization under Diocletian (284-305 CE) and Constantine (306-337 CE). Both textual and archaeological sources will be used to understand political, economic, and social developments.

HST 288
WOMEN IN UNITED STATES HISTORY
Undergraduate
The history of women’s work, family, and political lives in America.

HST 290
ANCIENT EGYPT
Undergraduate
This course traces the developments of Egyptian civilization from its earliest beginnings to the Arab/Muslim conquest. Emphasis will be on assessing material culture with students being introduced to techniques of Egyptian archaeology and papyrology.

HST 291
THE FERTILE CRESCENT: MESOPOTAMIA AND BEYOND
Undergraduate
Analyzes the early civilizations in the Fertile Crescent through an examination of material culture. Attention will also be given to the archaeology and archaeological methods of the Near East including Jericho and Catalhoyuk.

HST 292
HISTORY OF ENGLAND TO 1688
Undergraduate
A survey of cultural, social, economic, and constitutional developments in England from the Norman Conquest to the Glorious Revolution.

HST 293
HISTORY OF BRITAIN SINCE 1688
Undergraduate
History of Britain Since 1688. special emphasis on the continued evolution of the constitution, the industrial revolution, imperialism, and Britain's changing role in Europe.

HST 294
ANCIENT GREECE
Undergraduate
Traces the development of Greek civilization through an examination of material culture. Emphasis will be on the major monuments and artifacts of the Greek world from prehistory to the Classical Age. Students will also be introduced to techniques and methods of classical archaeology.

HST 295
AMERICAN HISTORY ON FILM
Undergraduate
Using film in combination with both primary and secondary historical source material, this course will consider the impact of cinematic myth-making on our understanding of actual historical events.
HST 296
ANCIENT ROME: ORIGINS TO THE END OF THE REPUBLIC
Undergraduate
This course traces the development of Rome from a small settlement on the banks of the Tiber in the eighth century BCE to a Mediterranean power in the first century BCE. Both textual and archaeological sources will be used to understand political, economic, and social institutions of the Archaic and Republican periods.

HST 297
IMPERIAL SPAIN, 1469-1808
Undergraduate
Analysis of Spain and Spanish empire between 1468-1808. During this period, Spain united and became a leading global power with enormous consequences for Western and world history. Emphasis on the political, economic, socio-cultural history of Iberian society.

HST 298
INTRODUCTION TO HISTORICAL SOURCES AND METHODS
Undergraduate
This is the first of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this course, students will learn the varied ways in which scholars interpret the past, focusing particularly on the evidence and arguments used by historians in their work. To that end, students will learn about the varieties of primary sources (textual, material, oral) as well as the varied methods historians use to analyze such evidence. In addition, students will practice analyzing primary source evidence in oral and written presentations, learn how to use the library for historical research, and how to discern scholarly arguments in secondary sources.

(WRD 103 and WRD 104) or HON 100 or HON 101 is a prerequisite for this course.

HST 299
CRAFT OF HISTORY
Undergraduate
This course is the second of two introductory core courses required of all history majors, history minors, and education majors with a concentration in history. In this class, students will bring to bear the skills in historical sources and methods learned in HST 298 to complete a substantial independent research project. To that end, students will learn how to identify a historical question or problem about which to conduct research; how to find, obtain, and evaluate primary source evidence to research; how to build a secondary source bibliography using reference works, monographs, and scholarly journal articles; and develop and execute a coherent plan for writing and revising a substantial research paper (of at least 10 pages in length) based on an integrated use of both primary and secondary sources.

HST 298 a prerequisite for this course.

HST 301
U.S. LABOR HISTORY
Undergraduate
This course will explore the history of American labor from 1877 to the present. We will particularly focus upon the work of recent American labor historians who examines such themes as the relationship between ethnicity, race, gender, and class: how and why work has changed; the role of unions, families, churches and other working-class institutions in workers lives; the relationship between working-class cultures and mass cultures; and how capitalism, the state, and workers themselves have shaped class relations.

HST 199 or HST 299 is a prerequisite for this class.

HST 302
MAPS IN HISTORY AND CULTURE
Undergraduate
Examines maps in multiple cultures and the relationship of these to local geographies and perception of place.

HST 199 or HST 299 is a prerequisite for this class.

HST 303
TOPICS IN LATIN AMERICAN HISTORY
Undergraduate
Topics in Latin American History

HST 199 or HST 299 is a prerequisite for this class.
HST 304
ETHNOHISTORY: THE STUDY OF PRE-LITERATE PEOPLES
Undergraduate
An inquiry into the sources and methods for writing the history of pre-literate peoples, such as the Aztecs, Mayas, and Incas.

HST 199 or HST 299 is a prerequisite for this class.

HST 306
COLONIAL LATIN AMERICA: POWER & DEVELOPMENT OF A MULTI-RACIAL SOCIETY
Undergraduate
The multicultural origins of colonial rule in the Americas from the 15th to the early 19th century.

HST 199 or HST 299 is a prerequisite for this class.

HST 308
EUROPE FROM CONFLICT TO CONSENSUS
Undergraduate
The course will examine the emergence of a European identity during the second half of the twentieth century. Special attention will be given to the evolution of the European Union and NATO as representative institutions.

HST 199 or HST 299 is a prerequisite for this class.

HST 310
INTER-AMERICAN AFFAIRS
Undergraduate
A mostly twentieth-century survey of political relationships between the United States and Latin American nations, emphasizing dependency and interdependence theories.

HST 199 or HST 299 is a prerequisite for this class.

HST 311
THE HISTORY OF THE CARIBBEAN: FROM COLUMBUS TO CASTRO
Undergraduate
The history of the Caribbean from colonial times to the present, with special emphasis on the factors that give each nation its particular character.

HST 199 or HST 299 is a prerequisite for this class.

HST 312
LATINOS IN THE UNITED STATES
Undergraduate
A survey of the history, politics, and culture of the major Latino groups in the United States: Mexicans, Puerto Ricans, Cubans, Dominicans, and Central Americans. Traces the history of these groups from the 19th century to the present by analyzing their impact on the United States.

HST 199 or HST 299 is a prerequisite for this class.

HST 313
THE OLD SOUTH
Undergraduate
Considers the history of the southern states before the Civil War, focusing especially on the growth of southern slavery, the development of African-American culture, the socio-economic features of a slave society, as well as the distinctive political and ideological contours of the region.

HST 199 or HST 299 is a prerequisite for this class.
HST 314
THE CUBAN REVOLUTION
Undergraduate
General analysis of the impact of the Cuban Revolution on Cuban society and the international political arena. The historical background of the revolution as well as its accomplishments and shortcomings will be emphasized.

HST 199 or HST 299 is a prerequisite for this class.

HST 316
GOD, SELF, AND SOCIETY IN MEDIEVAL CULTURE
Undergraduate
The roots of Western thought in medieval education, literature, philosophy, and science. The interactions between high theology, mysticism, and popular culture. History and autobiography.

HST 199 or HST 299 is a prerequisite for this class.

HST 317
INDIVIDUAL AND SOCIETY IN RENAISSANCE ITALY
Undergraduate
The flowering of culture, humanism and the arts in fourteenth- and fifteenth-century Italy. Renaissance politics, patronage and diplomacy. Religion and the Papacy.

HST 199 or HST 299 is a prerequisite for this class.

HST 318
THE AGE OF REFORMATIONS
Undergraduate
Late medieval religion and society; the Reformations of Luther and Calvin, and the Catholic reform movements. Nationalism and the state in sixteenth-century Europe. The expanding world.

HST 199 or HST 299 is a prerequisite for this class.

HST 319
IMMIGRANT AMERICA
Undergraduate
An overview of the ethnic experience in American society, how ethnic diversity has shaped America as America has re-shaped the lives of immigrants.

HST 199 or HST 299 is a prerequisite for this class.

HST 320
TOPICS IN WORLD HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 321
TOPICS IN AFRICAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.
HST 322
TOPICS IN ASIAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 323
THE CULTURES OF EARLY CHRISTIANITY
Undergraduate
Late antique and early medieval intellectual history in social context.

HST 199 or HST 299 is a prerequisite for this class.

HST 324
COLONIAL LATIN AMERICA: AGE OF CONQUEST, 15TH - 17TH CENTURIES
Undergraduate
This course examines the complexities of the Age of Conquest and focuses on the historical experience of Indigenous societies during the early colonial period. Special attention is given to the social and economic structures of Indigenous societies before 1492, to the Spanish exploration and conquest, to the presence of Indigenous allies and their role in the dynamics of conquest/colonization, to the demographic catastrophe that followed the conquest, and to the social, cultural, and economic characteristics of early colonial societies.

HST 199 or HST 299 or instructor consent is a prerequisite for this course.

HST 328
ENGLISH CONSTITUTIONAL HISTORY
Undergraduate
A study of Anglo-Saxon institutions; feudalism after the Norman conquest; growth of the common law; foundations of Parliament and the development of central administrative systems.

HST 199 or HST 299 is a prerequisite for this class.

HST 329
SPECIAL TOPICS IN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 330
TOPICS IN EUROPEAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 331
THE NATION AND NATIONALISM IN EUROPE
Undergraduate
Examines the emergence of nations and nationalism in modern Europe as well as nationalists' use and abuse of history.

HST 199 or HST 299 is a prerequisite for this class.

HST 332
FRENCH REVOLUTION AND NAPOLEON
Undergraduate
Analyzes the demise of the Old Regime, rise and fall of revolutionary idealism, and the emergence of Napoleon.

HST 199 or HST 299 is a prerequisite for this class.
HST 333
VICTORIAN ENGLAND
Undergraduate
A detailed study of selected political, social, economic and cultural themes in 19th century England.
HST 199 or HST 299 is a prerequisite for this class.

HST 334
BRITAIN IN THE TWENTIETH CENTURY
Undergraduate
An in-depth look at selected themes in recent British history including the economic and imperial decline of Great Britain.
HST 199 or HST 299 is a prerequisite for this class.

HST 335
EUROPE IN AN AGE OF ENLIGHTMENT
Undergraduate
Analyzes European society and culture in the late 17th and 18th centuries and the intellectual movements that grew out of this historical context, which is frequently considered the cradle of modern Western history and thought.
HST 199 or HST 299 is a prerequisite for this class.

HST 338
THE GREAT WAR, 1914 - 1918
Undergraduate
By using a variety of perspectives--social, cultural, intellectual, political--this course will examine and re-examine the ways that the First World War shaped and affected the modern world. After examining the broader causes of the war, the course will work outward from the battlefields to the home fronts, to the empires, and throughout the post-war world. Although this course focuses on European history, instructors may also examine its global context.
HST 199 or HST 299 is a prerequisite for this class.

HST 339
HISTORY FROM PICTURES: VISUAL CULTURE IN EAST ASIAN HISTORY
Undergraduate
How do historians use paintings, woodblock prints, lithographs, photographs, postcards, and other visual artifacts in understanding the past? How do visual objects differ from conventional documents as sources of historical evidence? In this course, we will investigate the methodological approaches to writing history using visual artifacts as primary source material. In particular, we will consider the impact of these issues on the writing of East Asian history.
HST 199 or HST 299 is a prerequisite for this class.

HST 340
CULTURE AND GENDER IN JAPAN
Undergraduate
Examines gender and society in early modern and modern Japanese history [c.1600-present].
HST 199 or HST 299 is a prerequisite for this class.

HST 341
PEASANTS IN MODERN EUROPEAN HISTORY
Undergraduate
An analysis of the significance and ultimate disappearance of the peasantry, formerly the numerically dominant group in European society, emphasizing both its social history and the methods needed to study the non-literate.
HST 199 or HST 299 is a prerequisite for this class.
HST 342
TOPICS IN AFRICAN-AMERICAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.
HST 199 or HST 299 is a prerequisite for this class.

HST 346
AFRICAN-AMERICAN INTELLECTUAL HISTORY
Undergraduate
African-American contributions in the areas of philosophy, theology, politics, literature, and art from 1619 to the present.
HST 199 or HST 299 is a prerequisite for this class.

HST 347
EUROPE IN THE BELLE EPOQUE
Undergraduate
This course will examine European, social, political and cultural history form 1890 to 1914. Themes will include imperialism, class and gender, social Darwinism, and the European alliance system.
HST 199 or HST 299 is a prerequisite for this class.

HST 348
EUROPE UNDER THE DICTATORS
Undergraduate
This course will examine selected totalitarian regimes of interwar Europe. Themes will include propaganda and mass culture, "scientific racism," the crisis of democracy, and the Holocaust.
HST 199 or HST 299 is a prerequisite for this class.

HST 349
THE HOLOCAUST
Undergraduate
This course places the Shoah, the Holocaust of European Jewry, at the center of a broader discussion of anti-Semitism, the rise of Nazism, the conduct of World War II, and the persecution and murder of other groups designated as outsiders or as enemies of the Nazi regime. Close attention is given to interpreting the behavior and experiences of perpetrators, victims, bystanders, and resisters, to the role of the churches, and to the politics of post-Holocaust legal proceedings and the complex work of memory and representation.
HST 199 or HST 299 is a prerequisite for this class.

HST 352
MEDIEVAL INDIA
Undergraduate
Examines the social, cultural and political histories of South Asia from prehistoric times to the waning of the Mughal Empire.
HST 199 or HST 299 is a prerequisite for this class.

HST 353
MODERN INDIA AND PAKISTAN
Undergraduate
Examines the modern history of India, giving special attention to India as a prototype of economic and political change in the Third World.
HST 199 or HST 299 is a prerequisite for this class.
HST 354  
U.S. WOMEN’S HISTORY  
Undergraduate  
The purpose of this course is to introduce students to the history of women's work, family, and political lives in America. This intensive reading and discussion course is also designed to provide a detailed overview of recent historical literature and historiographic interpretations in American Women's history.

HST 199 or HST 299 is a prerequisite for this class.

HST 359  
SOCIETY AND CULTURE IN THE LATE SOVIET ERA  
Undergraduate  
This seminar focuses on the society and culture of the USSR in the late Soviet period (i.e., from Stalin's death in 1953 to Gorbachev's resignation in 1991). It emphasizes themes such as: evolving notions of the individual in a collective society; tensions between emerging national (ethnic) and supranational (Soviet) identities; attitudes toward science and technology; city and countryside; consumption and consumerism; popular culture and celebrity, work and leisure, religion and orthodoxy; memory and commemoration; sexuality, gender roles, youth culture, and more.

HST 199 or HST 299 is a prerequisite for this class.

HST 361  
TOPICS IN ISLAMIC HISTORY  
Undergraduate  
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 362  
ATLANTIC HISTORY, 1492-1825  
Undergraduate  
An examination of intercontinental exchanges and cross-cultural links across the Atlantic ocean that both separated and united the Western Hemisphere, Europe, and Africa in the pre-industrial era.

HST 199 or HST 299 is a prerequisite for this class.

HST 363  
MODERN BALKANS (EUROPE) (PREREQ(S): HST 199 OR CONSENT OF INSTRUCTOR)  
Undergraduate  
The establishment of national states, the social transformation from peasant to industrial societies, and the effects of war and revolution in southeastern Europe since the late 18th century.

HST 199 or HST 299 or instructor consent is a prerequisite for this course.

HST 364  
PALESTINE UNDER THE BRITISH MANDATE  
Undergraduate  
This course examines the foundation and evolution of the British Mandate of Palestine from 1914 to 1948 in its British imperial, Middle Eastern, and world historical contexts. Students will engage primary and secondary sources associated with controverted issues, including Zionism, creation of the Mandate, immigration, and inter-communal conflict.

HST 199 or HST 299 is a prerequisite for this class.

HST 365  
THE CRUSADES  
Undergraduate  
Addresses the European Crusades to the Holy Land from a World Historical Perspective.

HST 199 or HST 299 is a prerequisite for this class.
HST 366
THE MODERN MIDDLE EAST AND NORTH AFRICA
Undergraduate
The history of the region since 1800. Topics covered include the end of Ottoman Empire, the impact of European Imperialism and the renewal of Islam.

HST 199 or HST 299 is a prerequisite for this class.

HST 367
COMPARATIVE LATIN AMERICAN BORDERLANDS
Undergraduate
This course compares the role of frontiers in the histories of Mexico, Brazil and Argentina. It will focus on periphery-center relations, the rise of caudillos, and frontier social movements.

HST 199 or HST 299 is a prerequisite for this class.

HST 368
SOCIAL MOVEMENTS IN LATIN AMERICA
Undergraduate
This course examines how Native Americans, slaves, peasants, and other subaltern people actively resisted their subservient status in Latin America. It will cover a variety of protest movements, from "pre-modern" (such as millenarian movements, slave rebellions, urban riots, and "race" wars) to "modern" (such as social revolutions).

HST 199 or HST 299 is a prerequisite for this class.

HST 369
REVOLUTIONS IN LATIN AMERICA
Undergraduate
This course surveys, analyzes, and compares a series of revolutionary movements, conflicts, and regimes in 20th Century Latin America.

HST 199 or HST 299 is a prerequisite for this class.

HST 370
AMERICAN COLONIAL HISTORY
Undergraduate
The European's first contact, exploration, and settlement of the Eastern seaboard, with discussion of significant political, economic, and social consequences.

HST 199 or HST 299 is a prerequisite for this class.

HST 371
THE AMERICAN REVOLUTION
Undergraduate
The establishment of American independence, adoption of the Constitution; the first years of the republic considered in analytical detail.

HST 199 or HST 299 is a prerequisite for this class.

HST 372
ANTEBELLUM AMERICA
Undergraduate
This course treats the significant social, political, economic, and cultural developments shaping America and Americans during the first fifty years of the nineteenth century.

HST 199 or HST 299 is a prerequisite for this class.
HST 373
THE CIVIL WAR ERA
Undergraduate
Treats the major political causes of the sectional conflict, the significant military strategies and tactics of the war, the end of slave, and the experiences of a wide-range of citizens and soldiers.

HST 199 or HST 299 is a prerequisite for this class.

HST 374
EMERGENCE OF MODERN AMERICA, 1877-1914
Undergraduate
New cultural patterns, political party battles, growth of big business and organized labor, women's suffrage movement, Populism and the Progressive Era.

HST 199 or HST 299 is a prerequisite for this class.

HST 375
THE GREAT DEPRESSION AND THE NEW DEAL ERA
Undergraduate
A consideration of World War I, the Twenties, the Great Depression, and the New Deal.

HST 199 or HST 299 is a prerequisite for this class.

HST 376
THE UNITED STATES SINCE 1940
Undergraduate
Significant developments in American life during the period after World War II.

HST 199 or HST 299 is a prerequisite for this class.

HST 378
THE AMERICAN WEST IN THE 20TH CENTURY
Undergraduate
This course explores cultural, social, and political interaction in the American West during the 20th century. Themes include popular culture, state-federal relationships, environmental changes, urbanization, political and social movements, immigration, and cultural formation.

HST 199 or HST 299 is a prerequisite for this class.

HST 379
RECONSTRUCTION AND THE RISE OF JIM CROW
Undergraduate
Covers the problems of reunion between the North and the South after the Civil War, including the struggle for African-Americans' civil and political rights, the transition to a free labor economy in the South, and the eventual end of reconstruction and establishment of racial segregation in the South and the nation.

HST 199 or HST 299 is a prerequisite for this class.

HST 382
CHICAGO HISTORY MUSEUM ADVANCED SEMINAR
Undergraduate
Students will develop skills and knowledge applicable to public history careers, will gain a firm conceptual understanding of public history historiography, and of how the Chicago History Museum does public history. Students will apply this knowledge to class discussions, assignments, and actual museum projects. The course will be take place at the CHM, and a CHM curator will teach the course. Expect group work and field trips. Class will comprise of students from DePaul and other Chicago-area universities.

HST 199 or HST 299 is a prerequisite for this class.
HST 383
BORDERLANDS AND FRONTIERS IN AMERICA
Undergraduate
Consideration of the changing conceptions of frontiers in American history with attention to the development of historical borderlands communities.

HST 199 or HST 299 is a prerequisite for this class.

HST 384
TOPICS IN AMERICAN HISTORY
Undergraduate
Variable topics. Consult course schedule for current listings.

HST 199 or HST 299 is a prerequisite for this class.

HST 385
UNITED STATES CONSTITUTIONAL HISTORY TO 1865
Undergraduate
Examines the English colonial charters, the constitutional aspects of the American Revolution and the federal Constitution; explores ratification issues, judicial power, the concepts of the Federal system, separation of powers, Foreign Affairs and national security as defined in the U.S. Constitution with reference to major Supreme Court decisions in these areas.

HST 199 or HST 299 is a prerequisite for this class.

HST 386
UNITED STATES CONSTITUTIONAL HISTORY SINCE 1865
Undergraduate
Problems of civil liberties, rights of accused, privacy and constitutional issues and controversies arising during and after World War II, including the major decisions of the Warren court, Burger court and Rehnquist court.

HST 199 or HST 299 is a prerequisite for this class.

HST 387
TOPICS IN RUSSIAN HISTORY
Undergraduate
Each time this course is taught, it will examine in depth a specific problem, issue, theme, or moment in Russian history as described in the course subtitle. Possible offerings include: "Mass Culture in the Soviet Union and Post-Soviet Russia," "Stalin and Stalinism," "Crime and Criminality in Russia," "The Russian Revolution," "Gender and Sexuality in Russia," and "The Rise and Fall of the New Soviet Man."

HST 199 or HST 299 is a prerequisite for this class.

HST 388
THE COURT AND THE U.S. BILL OF RIGHTS
Undergraduate
An examination of historical, philosophical, and legal developments related to the Bill of Rights in the U.S. Constitution. The course will also examine how the Bill of Rights has been affected by Supreme Court appointments, court decisions, and constitutional amendments.

HST 199 or HST 299 is a prerequisite for this class.

HST 389
TOPICS IN PUBLIC HISTORY
Undergraduate
Public history is a field of history that requires its practitioners to use the skills and methods of academic history with an eye towards connecting the public with that history. This seminar focuses on the skills, methods, sources and themes that are relevant to historians whose work takes them outside of the classroom. Theme of the seminar will vary with instructors. Some off-campus fieldtrips may be required.

HST 199 or HST 299 is a prerequisite for this class.
HST 390
PRACTICUM IN HISTORICAL RESEARCH AND WRITING
Undergraduate
The History Practicum allows students to engage in deep and sustained historical research and writing, with multiple opportunities for instructor feedback and student revision. It is also an excellent way for students to experience firsthand the linkages between broad reading in a given field and subsequent primary-source based research in that field. Every autumn and winter quarter, certain 300-level course offerings will be designated as Practicum-linked classes. Students ready to take this course can choose among the offerings as suits their interests.

HST 391
LOCAL AND COMMUNITY HISTORY
Undergraduate
Collaborative learning groups will work with community partners in order to produce a tangible end-of-quarter public history project whose audience will be the greater Chicago community. This course carries a junior year experiential learning credit.

HST 199 or HST 299 is a prerequisite for this class.

HST 392
PUBLIC HISTORY INTERNSHIP
Undergraduate
Selected students are placed in work-study positions, under faculty supervision to help prepare themselves for non-teaching careers with background in historical technique. Credit variable.

HST 199 or HST 299 is a prerequisite for this class.

HST 393
TEACHING HISTORY AND THE SOCIAL SCIENCES (CROSS-LISTED AS SE 310/ T&L 453)
Undergraduate
Teaching History And The Social Sciences (Cross-listed as SE 310/T&L 453)

HST 394
AFRICAN-AMERICAN URBAN HISTORY
Undergraduate
Examination of the African American experience in American cities: from slave era, to the migration, to the present.

HST 199 or HST 299 is a prerequisite for this class.

HST 395
ISSUES IN NON-U.S. LEGAL HISTORY
Undergraduate
Designed to develop in the prelaw student analytical and adversarial skills useful in the practice of law, and to confront controversial issues dealing with values of the lawyer and the citizen.

HST 199 or HST 299 is a prerequisite for this class.

HST 396
ORAL HISTORY PROJECT
Undergraduate
An introduction to the techniques of oral history with particular emphasis on public history.

HST 199 or HST 299 is a prerequisite for this class.

HST 397
HISTORY CAPSTONE SEMINAR
Undergraduate
Open to seniors majoring in History. Others may take course with permission of instructor.

(HST 199 or HST 299), Senior standing and status as a History major or minor are a prerequisite for this class.
HST 398
STUDY TOUR
Undergraduate
An in-depth, on-site overview of the historical, political, social and economic reality of a foreign country. Credit variable.

HST 399
INDEPENDENT STUDY
Undergraduate
Majors only. Credit variable.
Junior standing or above is a prerequisite for this class.

HST 421
THE HISTORICAL DISCIPLINE
Graduate
This course introduces students to the fundamental concerns and skills necessary for the study of history at the graduate level. It does this by providing a “history of history,” giving students an overview of the growth and development of the academic discipline of history, by addressing issues of methodology, historiography and historical philosophy, and by providing students with an awareness of current concerns, controversies, and debates in the discipline. Restricted to students in the MA in History program.
Status as an MA in History student is a prerequisite for this class.

HST 422
SEMINAR IN PRIMARY SOURCE ANALYSIS
Graduate
This course builds upon HST 421. It focuses on issues raised by the analysis of historical evidence, and exposes students to the many practical and theoretical tools by which historians construct historical knowledge out of this “raw” material. The course will include study of primary sources, methods of analysis and authentication, and ways in which different kinds of sources are integrated into coherent historical narratives.
HST 421 is a prerequisite for this class.

HST 431
COLLOQUIUM IN AMERICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 432
COLLOQUIUM IN LATIN AMERICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 433
COLLOQUIUM IN AFRICAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.

HST 434
COLLOQUIUM IN ASIAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.
HST 421 is a prerequisite for this class.
HST 435
COLOQUIUM IN EUROPEAN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.

HST 421 is a prerequisite for this class.

HST 436
COLOQUIUM IN ISLAMIC HISTORY
Graduate
Variable topics. Consult course schedule for current listings.

HST 421 is a prerequisite for this class.

HST 437
COLOQUIUM IN WORLD HISTORY
Graduate
Variable topics. Consult course schedule for current listings.

HST 421 is a prerequisite for this class.

HST 438
COLOQUIUM: SPECIAL TOPICS IN HISTORY
Graduate
Variable topics. Consult course schedule for current listings.

HST 421 is a prerequisite for this class.

HST 489
GRADUATE CAPSTONE
Graduate
This is an intensive seminar in which students are asked to analyze a number of important works of scholarship drawn from the breadth and complexity of the historical discipline. The course allows students to synthesize the many skills they have learned in their earlier classes, notably the ability to read and assess historical monographs. They will thereby demonstrate their competence in analyzing historical arguments, their knowledge of both historiography and historical content, and their proficiency in understanding the variety of primary sources and methods of interpreting them.

HST 421 is a prerequisite for this class.

HST 492
GRADUATE INTERNSHIP
Graduate
Internship.

HST 421 is a prerequisite for this class.

HST 497
INDEPENDENT STUDY
Graduate
Independent Study

HST 421 is a prerequisite for this class.
HST 499  
**THESIS RESEARCH**  
Graduate  
Between four and eight hours credit to be determined by the department.

HST 421 is a prerequisite for this class.

HST 500  
**CANDIDACY CONTINUATION**  
Graduate  
Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. Non-credit. $40.00 per quarter.

HST 501  
**CANDIDACY MAINTENANCE**  
Graduate  
This zero-credit hour course is for MA in History students who are not actively working on their theses or final projects, but who wish to maintain university status. Candidacy Maintenance does not allow borrowing or deferment of loans, but does grant student access to DePaul resources such as labs, libraries and the gym.

HTHC 515  
**INTRO TO HEALTH COMMUNICATION**  
Graduate  
Because of the increasing degree of health consciousness in our society, individuals not only interact more frequently with health care providers, but health care organizations play more active roles in their surrounding communities. In addition, health care cultures are changing. Health care organizations play active social and political roles when responding to national health issues or crises. Hence, it is important that we, as consumers of health care, understand the communication challenges that are inherent within health care organizations, and how those can impact the effectiveness of our communication as a participant in health care contexts.

HTHC 516  
**RESEARCH METHODS FOR HEALTH CARE PRACTITIONERS**  
Graduate  
This course focuses on health care methodologies relevant to health care administration — including a cross section of both qualitative and quantitative methodologies. Designing questionnaires and surveys, the analysis and presentation of survey data, interviewing strategies, the analysis and presentation of qualitative data. Students will also be provided with skilled technical writing assignments geared toward providing an understanding of how to most effectively present data within the contexts of reports, visuals for meeting or memoranda.

HTHC 517  
**HEALTH CARE LITERACY**  
Graduate  
The U.S. Department of Health and Human services included improved consumer health literacy as Objective 11-2, and identified health literacy as an important component of health communication, medical product safety and oral health. Health Literacy refers to obtaining, processing and understanding basic health information. This course examines how the consumer can be not only informed more effectively and efficiently, but also how health information should inform decision making in multiple health contexts.

HTHC 519  
**ASSESSMENT AND INTERVENTION FOR HEALTH CARE ADMINISTRATORS**  
Graduate  
Health care practitioners must acquire management consulting skills necessary to identify areas in need of change within health care organizations. Problem identification, data collection, intervention and implementation phases of assessment and intervention are taught from the perspective of the health care organization. The course probes common management problems in health care, internal working relationship challenges as well as organizational structure issues that arise.
HTHC 520
HEALTH CARE CAMPAIGNS AND COMMUNITY ACTION
Graduate
This course will focus on the use of communication strategies to inform and influence individual and community decisions regarding health in the following contexts: the multidimensional nature of health communication; understanding empirical research in health communication; behavioral theories in health communication; rhetorical theories in health communication; legal and ethical concerns in health communication; the communication of risk and uncertainty; and the design of health campaigns.

HTHC 521
HEALTH AND FAMILY COMMUNICATION
Graduate
The course, Family and Health Communication, addresses health-related issues that families may experience, while situating them within a theoretical context. Using theories such as Family Systems Theory and Communication Privacy Management Theory, this course will take a Lifespan Approach to better understand family health issues. Some of the topics that will be covered in this course may include care giving responsibilities, long-term disease, disability, addiction, psychological disruption, sexual health, and end of life issues as affects the family system. Cultural and social norms, in addition to public and health policies are also addressed, as they provide insight into the larger scope of understanding family and health communication, as ultimately, the health of family members impact the functioning of the family system.

HTHC 522
MANAGERIAL COMMUNICATION IN HEALTH CARE CONTEXTS
Graduate
This course will equip students to more effectively understand and manage the dynamic communicative systems, processes, and interactions of people and messages within healthcare environments. This course will explore interpersonal differences with a focus on the role communication plays with various organizational stakeholders, superior-subordinate relationships, internal-external customer relations, managerial problem solving, decision-making, facilitation of change and use of appropriate leadership strategies, as well as organizational structure and ethical and legal requirements. Additionally, this course also focuses on understanding the relationship between designing, managing, and disseminating messages, data, information, and knowledge that health care facilities and professionals have to deal with on a daily basis; appropriate performance feedback principles; and presentational speaking and writing.

HTHC 523
TOPICS IN HEALTH COMMUNICATION
Graduate
Topics will include: Gay, Lesbian and Transgender Health Care Issues, Patient Advocacy, Communication and Constraint, Multicultural Communication in Health Care Contexts and Advance Care Planning

HTHC 524
HEALTH CARE TEAMS & LEADERSHIP
Graduate
Modern organizations are increasingly interested in shifting their organizational structures towards the goal of creating self-managed work teams. Much of the health care delivery system is already structured formally or informally around the team concept, whether these be surgery teams, consulting office staff, or other health and wellness delivery personnel. Therefore, those pursuing a career in health care greatly benefits from knowledge and experience with two interdependent aspects of group dynamics: decision-making under conditions of uncertainty, and the philosophy and practice of developing groups into self-managed teams. This course will combine a lecture/discussion with a teamwork intensive action learning component towards the goal of making the student competent to either create or optimize the results of self-managed work teams in their own organization (if called upon to do so), or to understand and thrive in this work mode without stress.

HTHC 525
NARRATIVES IN HEALTH CARE
Graduate
Focusing on the performance and narrative paradigms of communication studies, the course would survey uses of performance and narrative methods to consider health communication relationships. Narrative and narrative performance are sites of health communication issues for marginalized populations, difficult conversations, and alternate means of reporting. For example, narrative and narrative performance are increasingly being used as part of medical curriculum, as a means to train health care professionals to understand the experiences of their patients, encourage deep listening, and foster different professional-patient relations. For cancer, HIV/AIDS, and other patients, performance becomes a means of speaking into mainstream and dominant discourses of health and to actively shape discourses from their own subjectivities. This increases the visibility of health care experiences in its gendered, sexualized, and racialized dimensions. Finally, narrative and narrative performance offers an additional means of visibility in catalyzing change in public, legislative, scholarly and relational arenas.
IB 500
GLOBAL ECONOMY
Graduate
This course is designed to be an introduction to the economic environment in which businesses operate. With the increasing interdependence of national economies and the growing role of global enterprises, the understanding of international economic issues is vital to decision-makers. The material covered will include both socio-cultural aspects and economic and financial dimensions of global business. Students should obtain a grasp of the basic theory as well as a knowledge of the major current issues in the global economy. (FORMERLY ECO 556)

IB 505
GEOPOLITICAL AND CULTURAL ISSUES IN INTERNATIONAL BUSINESS
Graduate
Analysis of major geographical and cultural conditions in those countries most involved in U.S. foreign trade. Guest lectures, comprehensive maps and pertinent media presentations supplement weekly class discussion.

IB 520
INTERNATIONAL TRADE THEORY AND POLICY
Graduate
Modern theories of international trade: classical theory of comparative advantage, factor proportions theory, factor price equalization, application of welfare economics to international trade, including regional economic integration, commercial policy and tariff problems.

FIN 555 is a prerequisite for this class

IB 521
INTERNATIONAL MACROECONOMICS (CROSS-LISTED AS ECO 558)
Graduate
This course analyzes traditional macroeconomic issues in a framework that explicitly allows for international trade and capital flows. Topics covered include exchange rate and balance of payments determination, the impact of international trade and capital mobility on domestic monetary and fiscal policy, fixed vs. floating exchange rate systems, exchange rate overshooting and other topics. Cross-listed as ECO 558.

ECO 509 is a prerequisite for this class.

IB 525
ECONOMICS OF DEVELOPING COUNTRIES
Graduate
This course reviews models of economics development and some of the key issues in economic development including agricultural and rural development, population, economic growth, the role of government, health, education, income distribution, trade regime and policy, international capital flows and the environment, international trade and foreign resource flows. The course integrates country studies of selected developing economies and regions, cross-country statistical studies and theoretical tools drawn from the fields of microeconomics, macroeconomics, and international trade.

FIN 555 is a prerequisite for this class

IB 526
COMPARATIVE ECONOMIC SYSTEMS
Graduate
A study of the contrasting theories of socialism and capitalism.

FIN 555 is a prerequisite for this class

IB 530
INTERNATIONAL FINANCE
Graduate
International Finance integrates the financial activities, institutions, and multinationals of the global finance arena. In addition to extending the tools of financial analysis to an international setting, the course studies the strategies available to a multinational because of operations in a multiple of countries. Topics include foreign currency and political risk, capital budgeting in a multinational setting, and cash flow management between countries.

FIN 555 is a prerequisite for this class
The objective of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing and synthesizing international management information from international business directories, databases and CD-ROMs.

In-depth analysis of the economic and cultural aspects of doing business in a particular region, e.g. Western Europe, Middle East, Japan, etc. The course focuses on the region's business relations with the United States, its trade and management practices and the successful conduct of business negotiations. The area under consideration will vary from quarter to quarter in order to cover regions of particular interest to our students and the business community of Chicago.

The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.

Off-campus seminar, usually one to three weeks, providing exposure to international business cultures. IB 755 is a corequisite for this class.

Some of the International Business Seminars offered eight rather than four credits. Students are ordinarily required to complete an in-depth research paper in an international business area approved by the director of the seminar. Information gathered during the seminars with business and governmental organizations must be incorporated into the research paper. IB 750 is a corequisite for this class.

Content and format of the course are variable. An in-depth study of current issues. Subject mater will be indicated in class schedule. Offered Variably.

Available to graduate students of demonstrated capability for intensive independent work in international business.

Introduction to chemical engineering and engineering productivity software. Communication skills development, technical reporting and presentation, engineering ethics, and a variety of topics are discussed.
ICE 202
MATERIAL AND ENERGY BALANCES
Undergraduate
Material and energy balances for engineering systems subjected to chemical and physical transformations. Calculations on industrial processes. CSC 224/225 or equivalent; MAT 149/152/162 and CHE 113 or CHE 131 recommended. (Taught at IIT as CHE 202)

ICE 296
INTRODUCTION TO IPRO
Undergraduate
Introduction to process design. Principles and techniques in effective team work. Performance of selected design tasks in project groups integrated with ICE 496. Practice with process design software. First part of the ICE 296 - ICE 496 project package. Only chemical engineering students should register for this course. ICE 101, ICE 202, or consent recommended. [Taught at IIT as IPRO 296]

ICE 301
FLUID MECHANICS AND HEAT-TRANSFER OPERATIONS
Undergraduate
Flow of fluids and heat transfer. Fundamentals of fluid flow and heat transfer design equations as applied to selected unit operations. ICE 202 and ICE 252 recommended. COREQUISITE(S): ICE 343, MAT 260. Taught at IIT as CHE 301.

ICE 302
MASS-TRANSFER OPERATIONS
Undergraduate
Mass transfer in stagewise and continuous contacting equipment. Mass transfer design equations as applied to selected unit operations. Unsteady state operations in mass transfer equipment. (Taught at Illinois Institute of Technology as CHE 302) ICE 301 recommended.

ICE 317
CHEMICAL ENGINEERING LABORATORY I
Undergraduate
Laboratory work in the unit operations of chemical engineering, fluid flow, heat transfer, and other selected topics. (Taught at Illinois Institute of Technology as CHE 317) ICE 301 recommended.

ICE 320
TRANSPORTATION PHENOMENA
Undergraduate
The equations of change in different coordinate systems (mass, momentum, and energy transport). Velocity distribution in laminar and turbulent flow. Formulation and analytical solutions to the problems of viscous flow, molecular diffusion, heat condition and convection. (Taught at Illinois Institute of Technology as CHE 406) ICE 301, ICE 302 & ICE 252 recommended.

ICE 322
CHEMICAL ENGINEERING LABORATORY II
Undergraduate
Laboratory work in distillation, humidification, drying, gas absorption, filtration, and other areas. (Taught at Illinois Institute of Technology as CHE 418)

ICE 324
CHEMICAL REACTION ENGINEERING
Undergraduate
Introduction to the fundamentals of chemical kinetics. The design, comparison, and economic evaluation of chemical reactors. Emphasis on homogeneous systems. Taught at Illinois Institute of Technology as CHE 423. ICE 302, ICE 351 and ICE 326 recommended.

ICE 326
PROCESS MODELING AND SYSTEM THEORY
Undergraduate
ICE 328
PROCESS CONTROL
Undergraduate
Dynamic process models, stability assessment, feedback and feedforward control strategies, design and tuning of closed-loop controllers, time
domain and frequency domain design and performance assessment methods. Multivariable systems, interaction, multi-loop control. Software
for process simulation and controller design. (Taught at Illinois Institute of Technology as CHE 435) ICE 302 and ICE 326 recommended.

ICE 330
NUMERICAL AND DATA ANALYSIS
Undergraduate
Utilization of numerical methods to find solutions to a variety of chemical engineering problems. Emphasis placed on problem formulation,
development of computer code, and interpretation of results. Techniques covered include: systems of algebraic equations, linear regression,
and statistics. Numerical differentiation and integration, solution of ordinary and partial differential equations. (Taught at Illinois Institute of
Technology as CHE 439)

ICE 332
CHEMICAL PROCESS THERMODYNAMICS
Undergraduate
Second law analysis of cooling, separation, combustion, and other chemical processes. Chemical reaction equilibrium and processing
applications. ICE 351 recommended.

ICE 334
CHEMICAL PROCESS DESIGN
Undergraduate
Introduction to design techniques and economic aspects of chemical processes. The technical and economic aspects of equipment selection
and design, alternative methods of operation. (Taught at Illinois Institute of Technology as CHE 494) ICE 302, ICE 351 and ICE 326
recommended.

ICE 351
CHEMICAL ENGINEERING THERMODYNAMICS
Undergraduate
Laws of thermodynamics and their application to chemical engineering operations. (Taught at IIT as CHE 351) ICE 343 recommended.

ICE 383
ELECTRONIC CIRCUITS
Undergraduate
Circuit concepts, Ohm's Law, Kirchoff's Laws, network theorems. Circuit elements, DC and AC network analysis. Diodes, transistors, and
electronic amplifiers. Digital electronics circuits and instrumentation. (Taught at IIT as ECE 383) PHY 172 recommended.

ICE 397
INTERPROFESSIONAL PROJECT
Undergraduate
Interprofessional projects allow students to learn teamwork, leadership and project management skills, while working in multidisciplinary
teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically
comprised of 6-10 students from sophomore through graduate level from all disciplines that can broadly contribute to a project effort. While
every effort will be made to accommodate students' first choices, it may be necessary to balance students across all projects that will be
scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection
of IPRO projects may apply in certain degree programs. Some projects may carry Humanities or Social Sciences credit. Students must consult
the lead faculty member for the project and their faculty advisor before registering for a project. (Taught at Illinois Institute of Technology as
IPRO 397)
ICS 200
INTRODUCTION TO BUSINESS
Undergraduate
This course is designed for non-Commerce majors who want a minor in business. The course will help the student develop an understanding of the role of the major functional areas of business, as well as ethical considerations, the globalization of business and the role of entrepreneurship. Considerations will be given to the possible career opportunities in each of the functional areas studied.

Undergraduate Business students (COMM, UNCOM, GPCOM) are restricted from registering for this class.

ICS 201
PERSONAL FINANCIAL DECISION MAKING
Undergraduate
Students will be exposed to a wide variety of money-related topics, with an aim to familiarize the participants with everyday financial issues.

ICS 350
INTERNATIONAL BUSINESS SEMINAR
Undergraduate
This foreign study course is meant to introduce the student to the world of international life and business as it is today. The course provides students the opportunity to visit and study foreign commercial enterprises on-site as they exist today. Additional emphasis is placed on the understanding overseas cultures, self-reference criteria, and the fact that people around the world can maintain/develop hopes and dreams within their own lifestyle even though it may differ from others. Most courses in this group will count for liberal studies credit as an experiential learning course. See the Director of the Driehaus Center for International Business or the College of Commerce undergraduate office for additional information. Registration with the Driehaus Center is required. International Business Seminars may not be taken Pass/Fail.

ICS 392
SENIOR SEMINAR
Undergraduate
A variety of Senior Seminars is offered every term. Individual sections focus on selected content areas reflecting issues facing business in contemporary society. These seminars are designed to enable and encourage students to see the world differently, to reflect on those differences and to communicate, both orally and in writing, the results of that reflection.

Senior standing is a prerequisite for this class.

ICS 394
ENTREPRENEURSHIP STRATEGY
Undergraduate
This course is an overview of strategic management applied to entrepreneurial enterprises. General business management problems integrating marketing, accounting, finance and management functions are analyzed from the perspective of the CEO or entrepreneur concerned with start-up and planning of a new venture. The case method is used in this course and real "live" cases may be analyzed. The entrepreneurial process is investigated, including entrepreneurial characteristics, trends in the small business sector of the global economy, start-up and growth strategies and nurturing creativity in organizations. Focus is placed on either a consulting project with a small business or community organization, which may require time outside of class for the project, or on case studies.

(FIN 290 or FIN 310), MGT 300, MKT 310 and senior standing are a prerequisite for this class.

ICS 395
MANAGEMENT STRATEGY
Undergraduate
Management strategy is a course which synthesizes the functional business activities into a general management perspective of the business enterprise. This course presents a conceptual framework for understanding the operation of the firm within the global business environment. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from service, manufacturing, and not-for-profit organizations. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations.

MGT 300, MKT 310 and FIN 310 are a prerequisite for this class.
ICS 396
HOSPITALITY STRATEGY
Undergraduate
Hospitality strategy is a capstone course designed to expose students to a strategic perspective on issues that concern the firm as a whole. This viewpoint is integrative in that it draws on concepts from the functional disciplines (i.e. Marketing, Finance, Accounting, Operations) in the diagnosis, analysis and resolution of complex business situations. Students will read, discuss and apply a body of theory and techniques from the field of strategic management. The course emphasizes the development of practical problem solving skills. Corporate strategy is examined from the perspective of: strategic choice, the link between strategy and organization, and the management of strategic change. Examples will be drawn from various hospitality operations around the world. The course emphasizes the use of group decision-making, self-directed work teams, and formal group reports and presentations.

Senior standing is a prerequisite for this class.

ICS 398
SPECIAL TOPICS
Undergraduate
Special Topics. Content and format of this course is variable. Subject matter will be listed in the university class schedule. These courses will be used for a variety of course content and delivery methods including the Foreign Study Seminar Series.

ICS 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive work in interdisciplinary studies.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

IDS 497
INDEPENDENT STUDY (NON-CAPSTONE)
Graduate
Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take IDS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program website or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

IDS 498
INDEPENDENT STUDY [CAPSTONE]
Graduate
Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for IDS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

IDS 499
CAPSTONE
Graduate
Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

IDS 501
ACTIVE STATUS
Graduate
Students register for this course during periods when they are not registered for courses but wish to have access to university facilities. Ordinarily students will not use this course once they have been admitted to candidacy during the thesis or capstone.
IDS 502  
CANDIDACY CONTINUATION  
Graduate  
Students who have completed ISP 499 Thesis/Capstone may register for this course in order to have continued access to university facilities. Students may register for this course no more than three times.

IDS 602  
CANDIDACY CONTINUATION  
Graduate  
This registration is required of all students who are not registered for courses but who occasionally use University facilities during completion of course requirements or research projects. Non-credit. $40.00 per quarter.

IIT 105  
INTRODUCTION TO COMPUTER PROGRAMMING I  
Undergraduate  
Introduces the use of high-level programming language (C/C++) as a problem-solving tool including basic data structures and algorithms, structured programming techniques, and software documentation. Designed for students who have had little or no prior experience with computer programming. (Taught at Illinois Institute of Technology as CS 105.)

IIT 115  
ENGINEERING GRAPHICS AND DESIGN  
Undergraduate  
Basic traditional and computer-based techniques and applications, multiview sketching, orthographic projection, isometric and oblique pictorials, sectioning, auxiliary views, principles of descriptive geometry, dimensioning, detail drawings, introduction to design and computer-aided drafting and design (CAD). (Taught at Illinois Institute of Technology as EG 105.)

IIT 200  
INTRODUCTION TO C++ PROGRAMMING  
Undergraduate  
Problem-solving and program design using C++. Introduces a variety of programming techniques, algorithms, and basic data structures-including an introduction to object-oriented programming. (Taught at Illinois Institute of Technology as CS 200.)

IIT 201  
MECHANICS OF SOLIDS I  
Undergraduate  
Free body diagrams. Equilibrium of a particle, a system of particles, and a rigid body. Distributed forces, centroids, centers of gravity, and moments of inertia. Analysis of structures. Friction. Internal loads in bars, shafts and beams. Stress and strain in axially loaded members. (Taught at Illinois Institute of Technology as MMAE 201.)

IIT 202  
MECHANICS OF SOLIDS II  
Undergraduate  
Stress and strain relations, mechanical properties. Axially loaded members. Torsion of circular shafts. Plane stress and strain, Mohr's circle, stress transformation. Elementary bending theory, normal and shear stresses in beams, beam deflection. Combined loading. (Taught at Illinois Institute of Technology as MMAE 202.)

IIT 203  
INTRODUCTION TO MECHANICS  
Undergraduate  
IIT 210
CIRCUIT ANALYSIS I
Undergraduate
Ohm's Law, Kirchoff's Laws, and network element voltage-current relations. Application of mesh and nodal analysis to circuits. Dependent sources, operational amplifier circuits, superposition, Thevenin's and Norton's Theorems, maximum power transfer theorem. Transient circuit analysis for RC, RL, and RLC circuits. Introduction to Laplace Transforms. Concurrent registration in ECE 212 and ECE 218 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 211)

IIT 211
MATERIALS SCIENCE
Undergraduate
The scientific principles determining the structure of metallic, polymeric, ceramic semiconductor and composite materials; electronic structure, atomic bonding, atomic structure, microstructure and macrostructure. The basic principles of structure-property relationships in the context of chemical, mechanical, and physical properties of materials. (Taught at Illinois Institute of Technology as MS 201.)

IIT 212
ANALOG AND DIGITAL LABORATORY
Undergraduate
Basic experiments with analog and digital circuits; familiarization with test and measurement equipment; combinational digital circuits; familiarization with latches, flip-flops, and shift registers; operational amplifiers; and transient effects in first-order and second-order analog circuits; PSpice software applications. (Taught at Illinois Institute of Technology as ECE 212)

IIT 213
CIRCUIT ANALYSIS II
Undergraduate
Circuit Analysis II Sinusoidal excitation and phasors. AC steady-state circuit analysis using phasors. Complex frequency, network functions, pole-zero analysis, frequency response, and resonance. Two-port networks, transformers, mutual inductance, AC steady-state power, RMS values, introduction to three-phase systems and Fourier series. Concurrent registration in ECE 214 is strongly encouraged. (Taught at Illinois Institute of Technology as ECE 213)

IIT 214
ANALOG & DIGITAL LAB II
Undergraduate
Design-oriented experiments including counters, finite state machines, sequential logic design, impedances in AC steady-state, resonant circuits, two-port networks, and filters. A final project incorporating concepts from analog and digital circuit design will be required. (Taught at Illinois Institute of Technology as ECE 214)

IIT 218
DIGITAL SYSTEMS
Undergraduate
Number systems and conversions, binary codes, and Boolean algebra. Switching devices, discrete and integrated digital circuits, analysis and design of combinational logic circuits. Karnaugh maps and minimization techniques. Counters and registers. Analysis and design of synchronous sequential circuits. (Taught at IIT as ECE 218)

IIT 242
DIGITAL COMPUTERS & COMPUTING
Undergraduate
Basic concepts in computer architecture, organization, and programming, including: integer and floating point number representations, memory organization, computer processor operation (the fetch/execute cycle), and computer instruction sets. Programming in machine language and assembly language with an emphasis on practical problems. Brief survey of different computer architectures. (Taught at Illinois Institute of Technology as ECE 242)

IIT 252
INTRODUCTION TO DIFFERENTIAL EQUATIONS
Undergraduate
IIT 271
ENGINEERING MATERIALS AND DESIGN
Undergraduate
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 271.)

IIT 300
INSTRUMENTATION LAB
Undergraduate
Basic electronic skills for scientific research. Electrical measurements, basic circuit analysis, diode and transistor circuits. Transistor and integrated amplifiers, filters, and power circuits. Basics of digital circuits, including Boolean algebra and design of logic circuits. (Taught at Illinois Institute of Technology as PHYS 300)

IIT 301
COMMUNICATION ELECTRONICS
Undergraduate
Radio frequency AM, FM, and PM transmitter and receiver principles. Design of mixers, oscillators, impedance matching networks, filters, phase-locked loops, tuned amplifiers, power amplifiers, and crystal circuits. Nonlinear effects, intermodulation distortion, and noise. Transmitter and receiver design specification. Credit will be given for either ECE 401 or ECE 409, but not for both. (Taught at IIT as ECE 401)

IIT 304
MECHANICS OF AEROSTRUCTURES
Undergraduate
Loads on aircraft, and flight envelope. Stress, strain and constitutive relations. Torsion of open, closed and multi-cell tubes. Energy methods. Castigliano's theorems. Structural instability. (Taught at Illinois Institute of Technology as MMAE 304)

IIT 305
DYNAMICS
Undergraduate

IIT 306
MECHANICS OF SOLIDS AND DESIGN
Undergraduate

IIT 307
ELECTRODYNAMICS
Undergraduate

IIT 308
SIGNALS AND SYSTEMS
Undergraduate
Time and frequency domain representation of continuous and discrete time signals. Introduction to sampling and sampling theorem. Time and frequency domain analysis of continuous and discrete linear systems. Fourier series convolution, transfer functions. Fourier transforms, Laplace transforms, and Z-transforms. (Taught at Illinois Institute of Technology as ECE 308)
IIT 310
FLUID MECHANICS WITH LABORATORY
Undergraduate
Basic properties of fluids in motion. Lagrangian and Eulerian viewpoints, material derivative, streamlines, etc. Continuity, energy and linear
and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional flows and application to
problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar
and turbulent boundary layers and free surface flows. Lab Component: Introduction to measurements of fluid properties and basic features of
fluid flows; flow through pipes and channels, flow-induced forces on bodies; First Law of Thermodynamics; six laboratory experiments in
small groups supplemented by demonstrations and films. (Taught at Illinois Institute of Technology as MMAE 310.)

IIT 311
COMPRESSIBLE FLOW
Undergraduate
Design of nozzles, diffusers and wind tunnels. Simple waves and shocks in unsteady duct flow. Steady two-dimensional supersonic flow
including oblique shocks and Prandtl-Meyer expansions. (Taught at Illinois Institute of Technology as MMAE 311)

IIT 312
AERODYNAMICS OF AEROSPACE VEHICLES
Undergraduate
Analysis of aerodynamic lift and drag forces on bodies. Potential flow calculation of lift on two-dimensional bodies: numerical solutions;
source and vortex panels. Boundary layers and drag calculations. Aerodynamic characteristics of airfoils; the finite wing. (Taught at Illinois
Institute of Technology as MMAE 312)

IIT 313
ENGINEERING ELECTRONICS
Undergraduate
Physics of semiconductor devices. Diode operation and circuit applications. Regulated power supplies. Bipolar and field-effect transistor
operating principles. Biasing techniques and stabilization. Linear equivalent circuit analysis of bipolar and field-effect transistor amplifiers.
Laboratory experiments reinforce concepts. (Taught at Illinois Institute of Technology as ECE 311)

IIT 314
ELECTRONIC CIRCUITS
Undergraduate
structure, characteristics and applications. Stability and compensation. Laboratory experiments reinforce concepts. (Taught at Illinois Institute
of Technology as ECE 312)

IIT 315
FLUID MECHANICS
Undergraduate
Basic properties of fluids in motion. Langrangian and Eulerian viewpoints, materials derivative, streamlines, etc. Continuity, energy, and linear
and angular momentum equations in integral and differential forms. Integration of equations for one-dimensional forms and application to
problems. Incompressible viscous flow; Navier-Stokes equations, parallel flow, pipe flow, and the Moody diagram. Introduction to laminar
and turbulent boundary layers and free surface flows (Taught at IIT as MMAE 313).

IIT 317
INTRODUCTION TO COMPUTER NETWORKS WITH LABORATORY
Undergraduate
Emphasis on the physical, data link, and medium access layers of the OSI architecture. Different general techniques for networking tasks, such
as error control, flow control, multiplexing, switching, routing, signaling, congestion control, traffic control, scheduling will be covered along
with their experimentation and implementation in a laboratory. (Taught at Illinois Institute of Technology as ECE 407)
IIT 319  
FUNDAMENTALS OF POWER ENGINEERING [CORRESPONDS TO ECE 319]  
Undergraduate  
Principles of electromechanical energy conversion. Fundamentals of the operation of transformers, synchronous machines, induction machines, and fractional horsepower machines. Introduction to power network models and per-unit calculations. Gauss-Siedel load flow. Lossless economic dispatch. Symmetrical three-phase faults. Laboratory considers operation, analysis and performance of motors and generators. The laboratory experiments also involve use of PC-based interactive graphical software for load flow, economic dispatch, and fault analysis. (Taught at Illinois Institute of Technology as ECE 319)

IIT 320  
THERMODYNAMICS  
Undergraduate  
Introduction to thermodynamics including properties of matter: First Law of Thermodynamics; and its use in analyzing open and closed systems; limitations of the Second Law of thermodynamics; entropy. (Taught at Illinois Institute of Technology as MMAE 320.)

IIT 321  
APPLIED THERMODYNAMICS  
Undergraduate  

IIT 322  
HEAT AND TRANSFER  
Undergraduate  

IIT 323  
MICROWAVE CIRCUITS AND SYSTEMS WITH LABORATORY  
Undergraduate  
Maxwell's equations, waves in free space, metallic and dielectric waveguides, microstrips, microwave cavity resonators and components, ultra-high frequency generation and amplification. Analysis and design of microwave circuits and systems. (Taught at IIT as ECE 423)

IIT 325  
ANALYSIS AND DESIGN OF INTEGRATED CIRCUITS  
Undergraduate  
Contemporary analog and digital integrated circuit analysis and design techniques. Bipolar, CMOS and BICMOS IC fabrication technologies, IC Devices and Modeling. Analog ICs including multiple-transistor amplifiers, biasing circuits, active loads, reference circuits, output buffers; their frequency response, stability and feedback consideration. Digital ICs covering inverters, combinational logic gates, high-performance logic gates, sequential logics, memory and array structures. Team design projects. (Taught at IIT as ECE 425)

IIT 329  
INTRODUCTION TO VLSI DESIGN  
Undergraduate  
Processing, fabrication, and design of Very Large Scale Integration (VLSI) circuits. MOS transistor theory, VLSI processing, circuit layout, layout design rules, layout analysis, and performance estimation. The use of computer-aided design (CAD) tools for layout design, system design in VLSI, and application-specific integrated circuits (ASICs). In the laboratory, students create, analyze, and simulate a number of circuit layouts as design projects, culminating in a term design project. (Taught at IIT as ECE 429)
IIT 330
ENGINEERING MEASUREMENTS
Undergraduate
Introduction to applications of measurement instrumentation and design of engineering experiments. Generalized characteristics of sensors and measurements systems. Signal conditioning and computer-based data acquisition and analysis. Measurement of motion, force, strain, torque, shaft power, pressure, sound, flow, temperature and heat flux. Design of experiments proposals. Team-based projects addressing application of engineering measurements to a variety of engineering problems. Effective communication of experimental results. (Taught at Illinois Institute of Technology as MMAE 430.)

IIT 332
DESIGN OF MECHANICAL SYSTEMS
Undergraduate
Small-group design projects drawn from industry. (Taught at Illinois Institute of Technology as MMAE 432)

IIT 333
DESIGN OF THERMAL SYSTEM
Undergraduate
Application of principles of fluid mechanics, heat transfer, and thermodynamics to design of components of engineering systems. Examples are drawn from power generation, environmental control, air and ground transportation, and industrial processes, as well as other industries. Groups of students work on projects for integration of these components and design of thermal systems. (Taught at Illinois Institute of Technology as MMAE 433)

IIT 334
MATRIX ALGEBRA AND COMPLEX VARIABLES
Undergraduate
Vectors and matrices; matrix operations, transpose, rank, inverse; determinants; solution of linear systems; eigenvalues and eigenvectors. The complex plane; analytic functions; contour integrals; Laurent series expansions; singularities and residues. (Taught at Illinois Institute of Technology as MATH 333)

IIT 336
DESIGN OF AEROSPACE VEHICLES I
Undergraduate
The focus of this course is on applications ranging from commercial to military and from manpowered to high-speed to long-duration aircraft. Students will examine aircraft design including aerodynamic, structural and powerplant characteristics to achieve performance goals. The quarter project is a collaborative effort in which small design groups complete the preliminary design cycle of an aircraft to achieve specific design requirements. (Taught at Illinois Institute of Technology as MMAE 436)

IIT 337
DIGITAL SIGNAL PROCESSING I
Undergraduate
Discrete-time system analysis, discrete convolution and correlation, Z transforms. Realization and frequency response of discrete-time systems, properties of analog filters, IIR filter design, FIR filter design. Discrete Fourier Transforms. Applications of digital signal processing. Credit will be given for either ECE 436 or ECE 437, but not for both. (Taught at IIT as ECE 437)

IIT 338
CONTROL SYSTEMS
Undergraduate
Signal-flow graphs and block diagrams. Types of feedback control. Steady-state tracking error. Stability and Routh Hurwitz criterion. Transient response and time domain design via root locus methods. Frequency domain analysis and design using Bode and Nyquist methods. Introduction to state-variable descriptions. Credit will be given for either ECE 438 or ECE 434, but not for both. (Taught at IIT as ECE 438)

IIT 339
DESIGN OF AEROSPACE VEHICLES II
Undergraduate
Spacecraft systems design including mission analysis and astrodynamics, launch vehicle requirements, attitude determination and control, propulsion, structural design, power systems thermal management, and telecommunications. Semester-long project is focused on the integration of multiple systems into a coherent spacecraft design to achieve specific mission requirements. (Taught at IIT as MMAE 437).
IIT 341
SPACECRAFT AND AIRCRAFT DYNAMICS
Undergraduate
Kinematics and dynamics of particles, systems of particles, and rigid bodies; translating and rotating reference frames; Euler angles. Aircraft longitudinal and lateral static stability; aircraft equations of motion. Spacecraft orbital dynamics; two-body problem classical orbital elements; orbital maneuvers. (Taught at Illinois Institute of Technology as MMAE 441)

IIT 342
SPACECRAFT DYNAMICS
Undergraduate

IIT 343
SYSTEMS ANALYSIS AND CONTROL
Undergraduate

IIT 350
COMPUTATIONAL MECHANICS II
Undergraduate
Taught at IIT as MMAE 450.

IIT 352
AEROSPACE PROPULSION
Undergraduate
Analysis and performance of various jet and rocket propulsive devices. Foundations of propulsion theory. Design and analysis of inlets, compressors, combustion chambers, and other elements of propulsive devices. Emphasis is placed on mobile power plants for aerospace applications. (Taught at Illinois Institute of Technology as MMAE 452)

IIT 355
CARDIOVASCULAR FLUID MECHANICS
Undergraduate
Anatomy of the cardiovascular system. Scaling principles. Lumped parameter, one-dimensional linear and nonlinear wave propagation, and three-dimensional modeling techniques applied to simulate blood flow in the cardiovascular system. Steady and pulsatile flow in rigid and elastic tubes. Form and function of blood, blood vessels, and the heart from an engineering perspective. Sensing, feedback, and control of the circulation. Possible project using custom software to run blood flow simulations (Taught at IIT as MMAE 455).

IIT 371
ENGINEERING MATERIALS AND DESIGN
Undergraduate
Mechanical behavior of metals, polymers, ceramics and composites, laboratory testing methods including tension, torsion, hardness, impact, toughness, fatigue and creep. Evaluation of structural performance in terms of material processing, service conditions and design. (Taught at Illinois Institute of Technology as MMAE 371)

IIT 372
HEALTH PHYSICS
Undergraduate
This course covers topics in Radiation Physics, including general aspects of radioactivity, radioactive series decay, alpha particle energies, beta decays, electron capture, gamma ray emission, interaction of radiation with matter, two-particle collisions, elastic scattering, interaction of heavy charged particles with matter, Coulomb force interactions, radiative stopping power, collision stopping power for heavy charged particles, interaction of light charged particles with matter, and bremsstrahlung radiation (Taught at IIT as PHYS 571)
IIT 373
HEALTH PHYSICS II
Undergraduate
Continuation of the basic health physics sequence, including neutron production and interaction with matter; methods of radiation detection; radiation dosimetry; chemical and biological effects of radiation; radiation protection standards; shielding; dosimetric models; accelerator, reactor and medical health physics. (Taught at IIT as PHYS 572)

IIT 374
PROBABILITY AND STATISTICS
Undergraduate
Elementary probability theory including discrete and continuous distributions, sampling, estimation, confidence intervals, hypothesis testing, and linear regression. Credit not granted for both MATH 474 and MATH 475. (Taught at Illinois Institute of Technology as MATH 474)

IIT 375
AEROSPACE MATERIALS LAB
Undergraduate
Taught at IIT as MMAE 372.

IIT 378
MANUFACTURING PROCESSES
Undergraduate
Principles of material forming and removal processes and equipment. Force and power requirements, surface integrity, final properties and dimensional accuracy as influenced by material properties and process variables. Design for manufacturing. Factors influencing choice of manufacturing process. (Taught at Illinois Institute of Technology as MMAE 485.)

IIT 391
IIT CO-OP
Undergraduate
The student will participate in on-site or off-site activity (including, but not limited to, production or research activity). The student will be responsible for, e.g., designing, testing and deploying hardware or software, and may be involved in production level issues. Typically, this position will be a coop at some institution designated by IIT.

IIT 397
INTER-PROFESSIONAL PROJECT (FORMERLY IPRO 397)
Undergraduate
Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students’ first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497; formerly IPRO 397)

IIT 398
INTER-PROFESSIONAL PROJECT
Undergraduate
Interprofessional projects allow students to learn teamwork, leadership and project management skills while working in multidisciplinary teams on projects involving technical, ethical, environmental, economic, public policy and legal issues. IPRO project teams are typically comprised of six to ten students from sophomore through graduate level and from all disciplines, who can broadly contribute to a project effort. While every effort will be made to accommodate students’ first choices, it may be necessary to balance students across all projects scheduled for the semester or to consolidate students into fewer projects to meet minimum team requirements. Specific rules about selection of IPRP projects may apply in certain degree programs. Some projects may carry humanities or social sciences credit. Students must consult the lead faculty member for the project and their faculty adviser before registering for a project. (Taught at Illinois Institute of Technology as IPRO 497)
ILL 200
ILLUSTRATION FOUNDATIONS
Undergraduate
This course will focus on improving the basic skills needed for creating concept art and storyboards for animation and games. Areas of focus include practical perspective, technical rendering, observational drawing and color theory. These skills will be applied in basic prototyping projects. PREREQUISITE(S): GD 105 or ANI 105

ILL 206
HISTORY OF COMICS
Undergraduate
This course will cover the history of the art form collectively known as "comics" --mechanically reproduced graphic storytelling--which includes comic strips, comic books, graphic novels, Japanese manga and online comics. Students will be introduced to the evolution of the art form from 18th century precursors, to late 19th century newspaper pages, to the 20th century comic book, through today's sophisticated graphic novels. The course will devote considerable time to comics of other cultures, with special emphasis on Japan and Europe. It will also examine the relationship of comics to culture at large, and the struggle of underground and alternative comic artists to explore adult subjects such as politics and gender.

ILL 210
DIGITAL ILLUSTRATION I
Undergraduate
Introduction to illustration development in image, line and photography, combining computer applications and hand-rendered approaches. PREREQUISITE(S): GD 105, ART 105, ANI 105 or GPH 211

ILL 211
INTERMEDIATE DIGITAL ILLUSTRATION
Undergraduate
Intermediate practice for illustration development in image, line and photography, combining computer applications and hand-rendered approaches, will be studied. PREREQUISITE(S): GD 105 or ANI 105 or ART 106

ILL 220
GRAPHIC NARRATIVE
Undergraduate
This course introduces students to the components of graphic narrative, including superhero and alternative comics, comic strips, manga, and graphic novels. Students will learn fundamental materials and techniques, including penciling and inking, digital painting and coloring, and publishing, and create their own graphic narratives. The course will also provide an overview of the history of comics and graphic storytelling, and their relation and importance to the art of animation. PREREQUISITE(S): ART 106

IM 208
VIRTUAL WORLDS AND ONLINE COMMUNITIES
Undergraduate
Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

IM 210
INTRODUCTION TO HUMAN-COMPUTER INTERACTION
Undergraduate
This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. PREREQUISITE(S): None
IM 220
INTERACTIVE MEDIA I
Undergraduate
This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. PREREQUISITE(S): ANI 105

IM 222
INFORMATION VISUALIZATION
Undergraduate
This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software PREREQUISITES: LSP 120

IM 230
SCRIPTING FOR I INTERACTIVE MEDIA
Undergraduate
This course is an introduction to Object-Oriented programming using Flash ActionScript. Subjects covered include variables, loops, conditionals, event handling, and classes, and how they are used to create real-world interactive web applications and animations. PREREQUISITE(S): None

IM 270
USER-CENTERED WEB DESIGN
Undergraduate
(Formerly HCI 270) Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content. Prerequisites: IT 130 or HCI 201

IM 315
THEORY AND PERCEPTION OF COLOR
Undergraduate
(Formerly HCI 315) A problem-based course introducing additive and subtractive colors systems and their technology. It explores the perceptual phenomena of color relationships and their applications in digital environments. PREREQUISITE(S): IM 210 and (GPH 211 or GD 105)

IM 320
INTERACTIVE MEDIA II
Undergraduate
This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in IM I while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): IM 220 Interactive Media I

IM 322
MULTIMEDIA
Undergraduate
Underlying technological issues including synchronization and coordination of multiple medias, file formats for images, animations, sound, and text. HyperText. Information organization. Survey of multimedia authoring software. Long distance multimedia (World Wide Web). Students will critique existing applications and create several multimedia applications. Students present their final results to the class. PREREQUISITE(S): CSC211 OR IM210.

IM 330
ADVANCED SCRIPTING FOR INTERACTIVE MEDIA
Undergraduate
This course builds on the Flash ActionScript programming skill learned in Scripting for Interactive Media. Students will focus on designing, coding and debugging complex applications. PREREQUISITE(S): IM 230 Scripting for Interactive Media
IM 332
USER-CENTERED WEB DEVELOPMENT
Undergraduate
(Formerly HCI 332) Analysis, design, and development of interactive web sites. Advanced application of HTML and style sheets for user-centered design. Survey of client-side technologies for interactive Web use. PREREQUISITES: IT 130.

IM 336
INTERACTIVE MEDIA SCRIPTING FOR PROGRAMMERS
Undergraduate
Object-oriented programming in ActionScript for students who already know how to program. Students will design, code and test interactive media using standard and custom designed classes. PREREQUISITE(S): Experience in at least one high-level programming language.

IM 360
USER-CENTERED EVALUATION
Undergraduate
(Formerly HCI 360) Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing. PREREQUISITE(S): IM 210.

IM 390
TOPICS IN HUMAN-COMPUTER INTERACTION
Undergraduate
(Formerly HCI 390) May be repeated for credit. PREREQUISITE(S): Completion of the HCI core courses or consent of the instructor.

IM 394
HUMAN-COMPUTER INTERACTION CAPSTONE COURSE
Undergraduate
(Formerly HCI 394) Provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multi-disciplinary teams design, evaluate, and implement a user interface intensive project. Students prepare written documents describing their activities and present the final results to the class. (PREREQUISITE(S):Senior standing).

IM 399
INDEPENDENT STUDY
Undergraduate
(Formerly HCI 399) Independent Study.

IN 110
LIVING AND WORKING IN A GLOBAL ENVIRONMENT
Undergraduate
This course will address dilemmas and opportunities that individuals may encounter as they work or study in multicultural and global environments. The purpose of this course is to increase the effectiveness of individuals in identifying, understanding and managing cultural differences in the workplace as well as outside of it. A variety of learning methods will be used, including lectures, readings, case studies, videotapes, critical incidents, and small group research and presentation. Guest speakers will be invited to share their experiences with the class. Pre-1999 Competencies: HC-1, HC-J, HC-H, HC-X,WW. BA-1999 Competencies: L-7, F-X, H-1-E, H-1-A, H-5  Faculty: Miriam Ben-Yoseph

IN 117
ART IN CHICAGO
Undergraduate
This course centers on two distinctive but very different resources for art studies in Chicago: the Terra Museum of American Art and the Museum of Contemporary Art (MCA). The Terra Museum focuses mainly on 19th and 20th century American art, especially the luminous landscapes of American Impressionists. The MCA concentrates on the last 50 years in art, from surrealism through pop art, earth art, video art, and new developments reaching all the way up to today. Both museums are expanding, presenting students with opportunities to take part in museum tours, talks, publications, and lecture series. Competencies: A-1-B, A-1-I. Faculty: Joe Cunniff

LL 250 is a prerequisite for this class.
IN 200
GUIDED INDEPENDENT STUDY: ADVANCED ELECTIVE
Undergraduate
Guided Independent Study: Advanced Elective

LL 250 is a prerequisite for this class.

IN 203
WRITING AND EDITING THE SNL NEWSLETTER
Undergraduate
Working on a newsletter gives students the opportunity to learn and demonstrate communications competence that can have real value in the world of work. Students have the opportunity to plan, write, edit, and produce an issue of a newsletter on a subject of their choice, including work on the SNL newsletter. After registering, students should contact the instructor for an initial individual meeting. Competence: F-X.
Faculty: Doug Murphy

LL 250 is a prerequisite for this class.

IN 205
CREATIVE WRITING: INTRODUCTION TO POETRY
Undergraduate
Poetry is one of the most ancient and common forms of verbal expression. In this course, you will read selections from the works of eight poets whose work has greatly influenced 20th century American poetry (six from the course text, two of your own choosing, with approval of instructor). You will then create, for each poet, a poem modeled upon his or her work. Most will be free verse; specific instructions on theme and approach will be given. You will also keep a journal exploring your poetic efforts. Course requires access to email. Pre-1999 Competence: AL-2; BA 1999 Competence: A-2-A.

IN 207
CREATIVE WRITING: FORMS OF POETRY
Undergraduate
Although much contemporary poetry is written in unrhymed free verse, there are many other options available to the aspiring poet. In this internet-based course, you will select six traditional poetic forms from more than ten possibilities; forms include the sonnet, villanelle, ballad, rhymed free verse, charm, haiku/tanka, pantoum and others. You will examine several excellent examples of the poetic form, then write your own poem in that form. Some examples of your work will be posted on the class "magazine" associated with the website. Online access is required for this class. Pre 1999 Competencies: AL-2, AL-F; BA 1999 Competencies: A-2-A, A-2-X.

IN 230
ANIMALS AND CONTEMPORARY LIFE
Undergraduate
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer’s noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Pre-1999 Competencies: LL-7, AL-9 & AL-10, HC-9 & HC-10, PW-9 &PW-10. BA-1999 Competencies: LEX

IN 233
THE ETHNIC MUSEUMS OF CHICAGO: CULTURAL HISTORIES
Undergraduate
This course offers students opportunities to explore, compare and utilize some of the fascinating ethnic museums of Chicago devoted to Polish, Irish, Jewish, Mexican and African-American culture. Students will visit the DuSable Museum of African American History, the Mexican Fine Arts Center, the Polish Museum of America and the Spertus Museum of Judaica and be encouraged to take advantage of their talks, classes, special exhibits, workshops, community events. Competencies: A-1-B, H-2-B. Faculty: Joseph Cunniff

LL 250 is a prerequisite for this class.
IN 236
FICTIONAL WORLDS AND THEIR CREATORS: GEOGRAPHY AND FANTASY
Undergraduate
Some writers create fantasy worlds which feel so real and are such complete places that they can be mapped. Writers like Conan Doyle, J.R.R. Tolkien, Edgar Rice Burroughs and C.S. Lewis create imaginary geographies that compel reader belief. In this course, students will choose a fictional world and its creator for study. Study will involve analysis of literature and evaluation of the relationship between imagination and literary art that can also relate to basic cartographic concepts. An initial in-person meeting with the instructor is required. Competencies: A-1-A, A-1-C, H-1-F. Faculty: J. Warren Scheideman

LL 250 is a prerequisite for this class.

IN 238
THE JUVENILE COURT SYSTEM
Undergraduate
The text in this course provides background and content needed to understand and engage in discussion regarding the Juvenile Court in Illinois. It provides us with an opportunity to examine the strengths and weaknesses of this special court. Topics included in the study are 1) the history of the court, 2) how race has shaped the workings of the court, 3) the part politics has planned over the 100+ years of the court, 4) how the court’s legal decisions determine the long term consequences in the lives of juveniles and society in general, 5) the difference between the juvenile court and the adult court, 6) how the court handles dependent children, 7) what is offered by the court for disabled children, and 8) the advantages and disadvantages of being tried in juvenile court rather than in the adult court. Competences: H1X, H2X. Faculty: Barbara Donnelly

IN 239
SCIENCE/WRITING
Undergraduate
Observation is the beginning of science. It is also the beginning of the process of writing. This online course is designed to encourage you to observe the natural world and write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. At least one of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Internet access and familiarity are required prior to the beginning of class. Pre-'99 Competencies: AL-2, PW-2. BA'99 Competencies: A-2-A, S-1-C. Faculty: Pat Monaghan.

IN 243
POST TRAUMATIC SLAVE SYNDROME AND ITS EFFECTS
Undergraduate
This FDIS seeks to inform students about the impact of post-traumatic slave syndrome (PTSS) resultant from experiencing two-hundred and fifty years of American chattel slavery, has had on African-American life and culture. It is a subject that has legal, historical, psychological and sociological implications and thus is 'a must' for students pursuing undergraduate and/or graduate work in these areas. With this primary goal in mind, students will be asked to review a text on the subject, Joy DeGruy-Leary's Post Traumatic Slave Syndrome: America's Legacy of Enduring Inquiry and Healing and selected readings where appropriate. Equipped with a sound understanding of PTSS, students will then be asked to construct a 4 to 5 page paper on their understanding of this phenomenon. Students are also asked to develop a second project that emerges directly from the competence. Suggestions for such projects are presented in the syllabus. Students can only register for one among the following competencies: H-4, H-1-B, H-1-I, A-3-A, A-2-C, F-X. Faculty: Nancy Davis

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

IN 249
NEW YORK: AN HISTORICAL OVERVIEW
Undergraduate
This Faculty Designed Independent Study (FDIS) encourages students to study the history of one of our nation's oldest and most vibrant cities, that of New York City which includes that of its five boroughs: Manhattan, Bronx, Brooklyn, Staten Island, and Queens. The readings associated with the course provides a skeletal history of the city's nearly four hundred years. Students are then asked to read a series of articles that elaborate on key historical events and/or eras, i.e. the city's role in the American Revolution, the Great Depression, the impact of deindustrialization and suburbanization, and development of art and culture across different epochs, among other areas. Students are finally asked to supplement readings and a major homework assignment with a five-page paper that mirrors the spirit of their competence. The collection of readings and video presentations offer a fascinating, insightful, and fun look at one of the most interesting and intriguing American metropolises. Competencies offered: H-1-F, H-1-H, H-1-B, A-3-G, FX. Please contact the instructor to request a syllabus.
IN 250
YOU, YOUR WORK AND THE WORLD
Undergraduate
This course is for students who wish to integrate work and learning. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contributed to their organizations, and discuss societal and world issues, as they affect their workplaces. Students are required to work 10 hours per week while enrolled in the course and attend four 3-hour class meetings. Competences: FX - Can identify and understand specific societal and world issues that affect one's current workplace environment.; FX - Can develop a comprehensive career portfolio that successfully summarizes one's educational, workplace, and volunteer activities, for the purpose of highlighting one's accomplishments for prospective employers.

IN 251
VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT
Undergraduate
The primary focus of IN 251 is to examine and apply the values, goals and operating methods of visionary leaders who have successfully pursued financial rewards for themselves and their organizations, while also achieving, through their actions, broader social goals. The results of the examination will be applied at the students' internship sites, where students will demonstrate a range of leadership skills, including an analysis of basic management issues and recommendations for improvements. In addition to working at least 100 hours at an internship site, the course will consist of four class meetings and ongoing Blackboard discussions. Competences: FX - Can identify and articulate common characteristics of successful values-conscious corporate leaders who have achieved financial success while simultaneously recognizing the importance of social responsibility; FX - Can apply one's understanding of successful values-based corporate leadership to determine one's personal and professional goals and strengthen one's leadership skills.

IN 252
CREATIVITY AS A CHANGE AGENT IN THE WORKPLACE
Undergraduate
Creativity as a Change Agent in the Workplace explores how innovation is a controlling variable within all careers. Students will study how creativity functions within his or her workplace. The course will examine the process of creativity as it might work to revolutionize an industry or force it into failure. Students will examine creative innovations related to the following: invention, leadership, advertising and marketing, teaming concepts and collaboration, and the drive behind entrepreneurship. This experiential learning course is designed to focus the student's attention on the creative process as it relates to the observable workplace, reflective practice, and the application of theories and ideas. Competences: FX - Can recount and reflect upon the history of creative innovations within the workplace as these innovations relate to invention, leadership, advertising and marketing concepts, teaming and collaborative tools, and entrepreneurship.; FX - Can apply one's understanding of these creative innovations in an analysis and plan for change in one's current workplace.

IN 253
PUBLIC SERVICE CAREERS
Undergraduate
This course will provide an opportunity to students to familiarize themselves with career opportunities in the public service sector by focusing on (a) the types of problems that public service organizations attempt to address; (b) the different strategies used by different types of public service organizations; and (c) the range of available public service jobs. The course will promote the life-long process of integrating work and learning, enable students to view their internship within a broad perspective, assist career decision-making, promote individual success through on-the-job experience, and provide students with valuable networking opportunities - all with a focus on public service careers. Competences: FX - Can analyze the types of problems that public service organizations attempt to address; the different strategies used by different types of public service organizations; and the range of available public service jobs.; FX - Can apply one's understanding of public service organizations to develop strategies for one's own organization and to develop one's own professional career goals.

IN 254
CORPORATE SOCIAL RESPONSIBILITY
Undergraduate
Corporate Social Responsibility analyzes the mutually dependent relationship between businesses and society, focusing on how organizations can contribute their resources, expertise, and innovations to the benefit of our local, national, and global communities. By examining their own internship experiences, along with real world case studies, research, and commentary, students will examine the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress. Students are expected to wrestle with the variable issues confronting corporate social responsibility in relation to their own fields of interest. Throughout the course, students will analyze how their current workplaces determine a competitive edge while staying attentive to the social, public, and environmental consequences of their actions. Competences: FX - Can analyze the critical decision-making processes one's organization needs in order to balance competitive advantages against the weight of social progress.; FX - On the basis of the analysis of one's current organization, can develop a plan to achieve a competitive advantage, while staying attentive to the social, public, and environmental consequences of their actions.
IN 261
THE PARENT ROLE
Undergraduate
What does society expect of parents? How have theorists and researchers defined who the parent is and what the parental role involves? How do these descriptions change as children grow? How do parents communicate and nurture their infants and young children? How do their communication skills change as children become older? What attitudes, information and skills do parents need to have to fulfill their role? Students draw from their readings, videos and exercises, to answer these questions. They follow the parent role as it evolves as children grow. Students learn alternative methods of relating to children and discuss the pros and cons of each. They work out ways of dealing with common childhood situations, using a process for dealing with any parenting issue. Students are encouraged to reflect on and discuss their own parenting experiences as a child and, if relevant, as a parent. Competences: E1 & E2. Faculty: Harriet Heath. Can be taken for one or both competences.

IN 264
VOICES AND VISIONS: A TELEVISION COURSE IN MODERN POETRY
Undergraduate
Students will use the PBS series "Voices & Visions" as an introduction to the lives and writing of several American poets from Walter Whitman to Sylvia Plath. They will concentrate further on the writings of at least one poet and learn to appreciate and interpret that work, gaining insight into the poet's vision, techniques, and message. Competencies: A-1-A, A-1-C, A-1-D. Faculty: R. Craig Sautter

LL 250 is a prerequisite for this class.

IN 265
ENVIRONMENTAL DISRUPTION AND INFECTIOUS DISEASE
Undergraduate
Infectious diseases are the leading cause of death worldwide with more people dying of these diseases than from cancer and heart disease combined. Not surprisingly, it is the developing countries that are most affected. What may be surprising is even in the U.S. contagious diseases rank third as a leading cause of death. And what is even more surprising is that even as we continue to develop new vaccines and antibiotics, deaths from infectious diseases are actually increasing in this country (by 58% between 1980 and 1992). Why? Microbes, such as viruses and bacteria, can replicate in a matter of days (or even minutes) and can change genetically much faster than human cells. With their rapid reproduction and their mutability, microbes have the ability to adapt to almost any type of external conditions. This affords them an evolutionary advantage during periods of massive environmental fluctuations (such as the present). Because environmental disruptions tip the balance in favor of microbes, current radical physical and social changes (such as population growth, urbanization, deforestation, reduction of biological diversity, climactic changes, etc.) contribute to the increase in infectious diseases. Students will examine connections between environmental disruptions (particularly those induced by human activities) and the emergence and reemergence of infectious diseases. *Prerequisite: either a course in environmental science or in microbiology. Pre-1999 Competence: PW-G. BA-1999 Competence: S-4 Faculty: Toby Glicken

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

IN 266
WOMEN'S ISSUES
Undergraduate
This advanced level independent research experience provides individual students the opportunity to explore issues of interest concerning women in greater depth. Completion of Research Seminar is required. Students may design any kind of research project suitable for an advanced-level competence; such projects may include library research, surveys, interviews, or on the job projects related to women's issues. Upon registration, students should submit a brief description of the proposed research area to the instructor. Students may select a topic from the list provided in the syllabus or propose their own topic. The instructor will then contact them for an initial conversation and initiate development of a learning contract. Interaction during the quarter may be in person, email, and/or phone. This FDIS may be taken for one or two competencies. Competencies: E1, E2. Faculty: Catherine Marienau

LL 250 is a prerequisite for this class.

IN 270
WRITERS IN 1920'S AMERICA
Undergraduate
The 1920's was a marvelous decade of social change and artistic growth. H.L. Mencken and George Jean Nathan were significant literary critics. Sinclair Lewis, Willa Cather, F. Scott Fitzgerald, Ernest Hemmingway were major novelists. The New Yorker, and the Algonquin Circle (sometimes known as the "Vicious Circle"), with Dorothy Parker and the humorist Robert Benchley, enlivened the literary scene. This class will explore the American literary experience of the 1920's, and share skills of literary and historical interpretation. Competencies: A-1-A, A-1-C, H-1-F. Faculty: J. Warren Scheideman

LL 250 is a prerequisite for this class.
IN 271
STYLES AND MEANING IN JAZZ HISTORY
Undergraduate
Jazz is a unique American art form which draws on a variety of influences, the skill and creativity of the individual artist, and, in many instances, the collective imagination of a group of performers. This course will explore both the individual styles within jazz as well as the role this art has played in the transmission of culture and the expression of values. Through directed listening, reading, and consultation with the instructor, students will develop the ability to recognize forms and distinctions among both various styles and performers in the jazz idiom. Competence: A-1-E. Faculty: Joe Cunniff

LL 250 is a prerequisite for this class.

IN 273
NATURE/ NURTURE: FROM GENES TO PHENOTYPE
Undergraduate
One of the themes of contemporary investigation in biology, medicine, psychology, and other inquiries into “human nature” has been the attempts to answer the question “is it nature or nurture” that guides our destiny. Students will develop a basic understanding of hereditary mechanisms and work to gain an appreciation / facility with the various ways in which genes and environment interact. NOTE: This independent study in only available via the Internet and requires World Wide Web access, email, and basic facility with Internet media. You are invited to visit this study's home page at: www.depaul.edu/~mfiddler/nn/nnhome.html Pre-'99 Competence: PW-E. BA'99 Competence: S-2-D. Faculty: Morry Fiddler

IN 276
MARKETING APPLICATIONS IN CONTEMPORARY SOCIETIES
Undergraduate
Marketing has applications to profit as well as non-profit organizations and to services, ideas and individuals, not just products. Through this independent study, students will gain an understanding of the marketing process and the key marketing strategies of product planning, promotion, pricing, and distribution. The competence statement and course project can be customized to meet the student's World of Work objectives, taking into account the student's previous marketing experience/courses. Competence: F-X Faculty: Pam Wright

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

IN 279
THE POWER OF GREAT WRITING
Undergraduate
A simple lawsuit in Montgomery, Alabama in 1960, raised America's awareness of the importance of a free and responsible press in a democracy. In Make No Law, Pulitzer prize winning journalist, Anthony Lewis, presents the complex story of how a great newspaper-The New York Times-almost lost its capacity to cover the civil rights movement effectively and forever sacrifice the power of independent criticism of government. He also raises the question of how an undisciplined press can trample the rights of individual citizens. For H-2-G, Students will consider the essential requirement of a democracy to balance the essential rights of freedom of press and freedom from libel. For A-1-C, Students will analyze the text to understand the techniques and strategies Lewis used to turn what could be dry subject matter-history and legal issues-into the compelling story of people engaged in the fight for civil liberty. Faculty: Susanne Dumbleton.

IN 280
CIVIL RIGHTS AND THE FIRST AMENDMENT
Undergraduate
What is the relationship between a free press and a free society? And what role do the courts play, particularly the Supreme Court, in balancing society's interest in criticizing its government against other interests, such as an individual's right to protect herself from slander or libel? How does a case make its way through the courts in the first place? And what is the proper constitutional relationship between the states and the federal government? Using Anthony Lewis' Make No Law as a starting point, this Court will attempt to explore these questions as they arose in the context of the Civil Rights movement and the path-breaking case of New York Times v. Sullivan. Competencies: H-4, H-1-D. Faculty: Fred Wellisch.

IN 281
GENDER IMPLICATIONS OF LEISURE
Undergraduate
Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure. Pre-'99 Competence: AL-4. BA'99 Competence: A-3-D. Faculty: Suzanne Ryan

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IN 299
BLUES AND CHICAGO
Undergraduate
The blues are a feeling, a form, and a rich history that has influenced music from jazz to pop to the Rolling Stones. This course studies the blues with particular attention to Chicago's role in the music. Muddy Waters, Willie Dixon, and Buddy Guy are among the figures included along with readings, CDs, tapes, and visits to both a blues museum and a live blues performance. Competencies: A-1-D, A-1-H. Faculty: Joe Cunniff
LL 250 is a prerequisite for this class.

IN 300
REITERATIVE PRACTICE BASED LEARNING
Undergraduate
This independent study is designed to facilitate the pursuit of a topic or problem of the student's choice. The topic or problem may be related to the student's work or be an outgrowth of an interest relating to any one of the three liberal learning domains (HC, PW, AL). This is an opportunity to use your imagination, pursue a curiosity, or delve into a problem in a guided, but independent manner. In pursuit of the chosen focus, the student will engage in a learning strategy entitled "reiterative practice-based learning" (RPBL), which is a technique designed to enhance critical thinking, professional problem-solving, and self-directed learning skills. RPBL was developed in an attempt to structure the learning process around the "natural" problem-solving processes of the brain, thus enhancing information retention. In RPBL, the instructor functions as a tutor to students, helping them to investigate ill-structured problems by identifying what students already know, what they need to learn, and how best to acquire that learning. In a series of meetings, the tutor guides students as they encounter issues of their choice, helping them to define and elaborate the issue and to assume increasing responsibility for its resolution. Over the course of several meetings the student will both pursue the topic of interest and develop facility with the learning technique for its application to a broad range of academic and professional problems. Pre-1999 Competencies: WW, HC-F, PW-F, AL-F. BA-1999 Competencies: A-3-X, H-3-X, S-3-X, F-X. Faculty: Jean Knoll

IN 307
ADVANCED ELECTIVE SEMINAR
Undergraduate
Advanced Elective Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry and satisfy the Advanced Elective competencies: E1, E2. A specific topic, assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. Prerequisite: Successful completion of Research Seminar is required to register. LL 300 is a prerequisite for this class.

IN 330
THE MEN THEY WILL BECOME: RAISING BOYS TO BE MEN OF CHARACTER
Undergraduate
This course focuses on the development of young men from infancy through adulthood. Much research has been done to study how we rear little boys and young men. Whether it is to determine why boys have more trouble at school than girls, why they have more problems with anger than girls or more problems with the criminal justice system, we want to understand why. We know young boys and men are capable of nurturing, empathy, but we also know they are not reinforced by society to develop these skills. If parents want to nurture these skills they are not supported by society. Dr. McDermott has been researching and teaching courses on gender and development for years. She would be very interested in facilitating learning focusing either on how boys develop fully as men of character and care or on how a particular institution, be it family, school, etc. has failed to help boys to grow and thrive as they could. She will draw upon the books "The men they will become" by child psychiatrist Eli Newberger and other pertinent resources including "Boys will be boys" by Myriam Miedzian to help guide your study. Competences: H2A, H3B. Faculty: Dana McDermott
LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

IN 345
EXTERNSHIP: ANIMALS AND CONTEMPORARY LIFE
Undergraduate
Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. Faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Competencies: L10, L11. Faculty: Betta LoSardo
LL 250 is a prerequisite for this class.
IN 346
NATURE - NURTURE: IT'S ABOUT THE HYPHEN!
Undergraduate
One of the themes of contemporary investigations in biology, medicine, psychology, and other inquiries into "human nature" has been the attempts to answer the question "is it nature or nurture" that guides our destiny. This question has both stimulated and restricted our understanding of ourselves and the living world around us. The question has also been reformulated in important ways to provide more helpful though often more complex "answers" and avenues to approach the pursuit of understanding ourselves. Learning Experience: The development of the E-1 and E-2 competences through this independent study is based first on learning to assess the role of environment on health using a framework that puts environmental factors in relation to non-environmental factors (e.g., biology) and secondly, on taking the perspectives of this competence into ways that the question 'what is human nature?' may be explored. Overall, hopefully this study will provide a means of analysis that is generalizable to many areas of interest and concern. There will be several steps - activities - of the study designed to progressively develop your facility with these ideas. You will develop this facility through research activities in pursuit of various questions that will require the use of library and internet database searches, your own observations, and assigned readings. You will develop a basic understanding of hereditary mechanisms and work with several examples to gain an appreciation for and facility with the various ways in which we are coming to understand how genes and environment interact. Most of what there is to be understood about these interactions lies ahead of us and so this study will offer a basis for both future understanding and the application of the competence to lives today. Because of the extent that you will be tracking down sources and gathering information, completion of Research Seminar is a prerequisite. Competencies: E1, E2. Faculty: Morry Fiddler

LL 300 is a prerequisite for this class.

IN 350
NAVIGATING THE CHANGING WORKPLACE
Undergraduate
Navigating the Changing Workplace is a completely online course, in which students use their current work experience as a laboratory to examine, discuss online, and report on key environmental issues impacting their organizations and their personal work lives. Students will be given opportunities to study workplace change, as well as diversity, ethics and leadership issues. Students will also develop networking skills and become aware of career opportunities in the Chicago community. The course is designed to equip students to navigate the changing workplace successfully and make informed career and work life decisions. Students are required to work at least 100 hours, while enrolled in the course. Competences: FX - Can analyze the strengths and weaknesses of one's current organization in relation to competing organizations, and determine strategies to augment strengths and reduce weaknesses.; FX - On the basis of the analysis of one's current organization's effectiveness, can develop and defend a comprehensive plan to move one's organization in a new direction.

IN 351
ONE BOOK/ONE CHICAGO
Undergraduate
Every fall and spring the city of Chicago announces its One Book-One Chicago reading selection. In this FDIS, you'll be able to join in the fun of exploration of the book and its many topics, which may be approached from a variety of disciplinary stances (literary, historical, sociological, religious, political, medical, scientific, etc.). You'll be able to explore thematic issues raised by the selected book and you will attend at least two Chicago events associated with the book-readings, panel discussions, library round tables, lectures, and the like. You'll have the opportunity to sharpen your research skills by reading critical articles related to the particular lenses you apply to the thematic issues in the book. Competences: E1, E2. Faculty: Ann Stanford

IN 352
EYES ON THE PRIZE: A TELEVISION HISTORY OF THE AMERICAN CIVIL RIGHTS MOVEMENT
Undergraduate
The American Civil Rights Movement was one of the most profound social movements in U.S. history. It significantly altered the nation's social structure and self-understanding and liberated a people from disenfranchisement. This course looks at the high points along the road to social justice for African-Americans and the associated changes that resulted in the legal, social, economic, and political systems of the land. Students will trace key developments from the 1954 Supreme Court ruling that integrated schools to our current racial situation by watching the award-winning PBS series and reading a significant book on the topic. Competencies: H-1-B, H-1-F. Faculty: Craig Sautter

LL 250 is a prerequisite for this class.
IN 356  
ENCOUNTERING THE NEW AGE  
Undergraduate  
We are living in a time when many of our most fundamental principles about ourselves and the world around us are being broadly challenged. The goal of this independent study is to explore this shift in outlook, or paradigm, the "new age." The specific focus of study will be shaped by the competence being developed and the interests of the student. Readings, a paper focusing on one area in which the emerging paradigm is having significant effect, and structured journal-keeping will be assigned. Three meetings are required with the instructor; if desired, more can be scheduled. Pre-'99 Competencies: AL-5, AL-D. BA'99 Competencies: A-3-B, A-3-E. Faculty: David Shallenberger

IN 363  
CHICAGO ART AND LITERATURE  
Undergraduate  
Chicago's creative experiences in public art, architecture, and literature have introduced original and significant forms and design theories. Students will explore the factors and forms which have influenced the individuals, events, and movements of Chicago's major artistic expressions. Students will gain an overall appreciation of Chicago's visual, functional, and literary contributions, while exploring in detail a particular artistic expression and forces influencing its design, presentation and reception. Competencies: A-1-A, A-1-C. Faculty: Timothy Hill

LL 250 is a prerequisite for this class.

IN 364  
PLANNING DESIGN AND DEVELOPMENT  
Undergraduate  
Chicago and some of its older communities have benefited from enlightened planning, layout, and design. Following a review of planning examples, principles and design theory, students will select a current planning activity or design development strategy and will detail plan goals, objectives and anticipated results. Students will identify opportunities for public involvement in the planning process to gain greater insight into public decision-making and the power of individual initiative. Competencies: A-2-C, H-1-I. Faculty: Tim Hill

LL 250 is a prerequisite for this class.

IN 365  
LEISURE: A MATTER OF LIFE AND DEPTH  
Undergraduate  
Play, leisure, fun, sport, game, hobby, relaxation, and free time all conjure up activities for most people. Yet many people today complain that they have no time or energy for play. One factor that influences leisure is gender. Socialization patterns, biological aspects, and culture often determine activities that males and females select as leisure pursuits. This course will explore these issues and related ones as well as assist the learner in discovering her/his own desires and patterns in the arena of leisure. Pre-'99 Competence: AL-4. BA'99 Competence: A-3-D. Faculty: Suzanne Ryan

IN 366  
CO-OP REFLECTION: ENSURE YOUR CAREER SUCCESS  
Undergraduate  
Students will put learning into practice by reflecting on their Co-op or long-term internship. Students will acquire access to and knowledge of the organizations, problems and conditions in which they are working; observe how societal and world issues surrounding leadership, social responsibility and spirituality affect their workplaces, all while preparing for a career in your field of interest. The course will be taught using a variety of guest speakers, group discussion, new media, and other interactive resources. Competence: FX

IN 367  
PSYCHOLOGY OF SEX AND GENDER  
Undergraduate  
The text in this course provides the background and context needed to engage in informed discussions on male/female differences and similarities. It provides information on the theories of sex differences and current research examining those theories. Topics explored include: 1) gender differences in social behavior and experience, 2) biology and environment-the process of becoming a male or female, 3) cognitive abilities, 4) sexual orientations, 5) hormonal and reproductive connections, 6) mental and physical health issues including stress change and adaptation, 7) sex and gender role development in childhood, 8) attachment intimacy and power, 9) economics, politics and power, 10) issues in the workplace, and 11) justice, equity and social change. Depending on the chosen competency students will decide on their area of special focus and design an individualized learning project. Such projects might include gender issues in fetal development, gender issues in the workplace, in personal relationships or in how children are treated in school. Competencies : H3A, S2C, FX. Faculty: Dana McDermott

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.
IN 368
LEARNING HISTORY AT THE MUSEUM
Undergraduate
This five week class encourages students to examine and think critically about how historical knowledge is constructed and presented. Museums, the subject of this course, are an excellent place to conduct such investigations. Studies indicate that museums are Americans most trustworthy source for learning about the past (Kammen, 2000) (ouch!). Given the political nature of museums (particularly in recent years as Dubin's book will discuss), this fact beckons us to think and study even more about how information is transmitted in what, as we learn, is a very significant educative arena. Our journey begins with some quotes regarding museums, which are culled from one of the required readings by art historian Brian Wallis. Competencies: H2B, H4. Faculty: Nancy Davis. May be taken for one competence only.

LL 102 and status as a BA-SNLG99 student are a prerequisite for this class.

IN 369
SPIRITUALITIES OF WORK
Undergraduate
For some people, "work" refers to one's job, the means of one's livelihood. Others use the word to describe volunteer work, housework, or other productive activities. Some people associate "work" with drudgery and compulsion, while others think of the word in terms of productivity and stimulation. And, for some people, "spirituality" is what they do when they no longer practice religion. Others remain committed to a religious tradition, but consider spirituality to be their particular expression of that tradition. Although there are various definitions of spirituality, most include an understanding of how individuals and groups try to find meaning and integrity in their lives. Spiritualities usually involve certain beliefs and assumptions, as well as practices intended to accomplish specific goals. In this independent study, you will consider some approaches to spirituality and will then apply them to your own experience of work. In your reflection on and writing about work, you will pay particular attention to characteristics of modern life such as the emphasis on efficiency and scientific reason, technological advances, workplace specialization, and the pursuit of health and well-being. Competences A-3-B, H-3-F, F-X. Faculty: Kevin Buckley

IN 370
COMPARATIVE THEOLOGY
Undergraduate
To give a meaning to meaninglessness is the endless quest of religion. Students will study two religions, neither their own belief system, according to a structured paradigm. This paradigm will include vision, explanation, laws, beliefs, and rituals. The diverse activities of the study will include, primarily, research and reflection with opportunities for site visits, interviews, and other information gathering activities. Students will study Islam and Hinduism or Christian Science and The Church of Jesus Christ of the Latter Day Saints (Mormons). Pre-1999 Competence: AL-5. BA-1999 Competence: A-3-E. Faculty: Suzanne Ryan

IN 372
DISRUPTING THE LIFE CYCLE: READING THE EMERGING STORY OF CANCER
Undergraduate
In 1851, Rudolf Virchow published a book called Cellular Pathology that changed the course of biology and medicine -- he theorized that the cell is the fundamental unit of life and that each cell comes from another cell, through a process of division. Disease and good health, he said, both originate with the cell. His ideas pointed the way for an increasingly detailed picture of how this fundamental unit of life works -- a picture that is taking us deeper into the inner workings of the cell's biology. At the center of this picture lies a portion of nature's universe for maintaining the continuity of life... and controlling the process of cell division -- DNA and the world of genetics. And more recently, Virchow's insight has been borne out again. The drive to overcome cancer has led to the remarkable understanding that cancer is a disruption of the normal and orderly cycle of the cell's replication and division... a cycle that is controlled by genes. The essential idea of this study is to help you develop an understanding of genetics as a biological system through the lens of how cancer and genetics intersect. From an appreciation for and facility with "thinking genetically" to assess factors --- both biological and environmental --- that contribute to health and the development of cancer, you should be able to better "read" and understand advances in understanding and treating cancer that are emerging almost daily. This very demanding study is available only on the Internet at www.depaul.edu/~mfiddler/cancer/. * World Wide Web access through Netscape or Microsoft Explorer 3.0 or higher and email are required. Pre-'99 Competence: PW-4. BA'99 Competence: S-2-A. Faculty: Morry Fiddler
**IN 376**  
**GENDERED RELATIONSHIPS AT WORK**  
**Undergraduate**  
This course will pay special attention to sex and gender issues in relationships at work. It will be studied in context so interactions between other factors (e.g. age, ethnicity, etc.) will be considered. Today in the name of equality we are inclined to deny that gender influences interactions between men and women. Researchers find that gender still has an impact on how men and women relate and suggest not talking about this can result in suspicion, mistrust, false assumptions, misunderstandings and frustration. In this class we will look at theories of gendered communication patterns and assess whether they are at play in our own places of employment. Some of the areas of study are: The double standard of expression, sports talk/family talk, sexist remarks, self-promotion, inclusion in decision-making and the use of humor. Students will read about all areas and then decide to focus their study activities either on researching one in more depth, observing behavior at their own setting in light of all areas, interviewing colleagues about the topics, etc. All students will then submit a paper integrating what they have learned through investigation, experience and reflection on this important issue. They will also make recommendations for creating more equitable environments in their own work settings. Competences: H1B, H3A, FX. Faculty: Dana McDermott

LL 102 and status as a BA-SNLDG99 student are a prerequisite for this class.

**IN 377**  
**EINSTEIN'S WAYS OF KNOWING**  
**Undergraduate**  
While reading Walter Isaacson's 2007 biography, Einstein: His Life and Universe, students will: - explore how Albert Einstein learned and compare those methods to their own. - explain the external and internal factors affecting Einstein's work and, again, compare them to similar factors in their lives. - examine the concept of moral and immoral knowledge in both Einstein's life and their own. Students will participate in cumulative chapter discussions (via Blackboard) that result in a final project addressing each of the described issues. The default project is an essay/short paper, but students are encouraged to consider other options (e.g. concept map, PowerPoint presentation) and discuss with the instructor. Competence: S3X. Faculty: Jennifer Holtz

**INT 150**  
**GLOBAL CONNECTIONS**  
**Undergraduate**  
This course is intended for non-majors who are looking to add an international perspectives course to their study. It looks at the relationships between people living across the globe. Formerly INT 300.

**INT 201**  
**THE EVOLUTION OF THE MODERN NATION STATE**  
**Undergraduate**  
This course focuses on the complex relationship between race, gender, ethnicity and nationality and explores how this relationship shapes the evolution of the modern state. The historical consolidation of the nation state and the development of national institutions are analyzed, using examples from both 19th- and 20th-century Europe and the contemporary Third World. This course is the first in the required three-course sequence. For that reason, it is open to declared majors and minors only. Other students may take the course on a space-available basis, with the permission of the director.

Sophomore standing or above and status as an International Studies major or minor is a prerequisite for this class.

**INT 202**  
**INTERNATIONAL CONFLICT AND COOPERATION**  
**Undergraduate**  
This course analyzes the nature of power in the international arena, conflicts that emerge among nations, and processes through which conflict may be resolved. It includes a critical perspective on realism and the other mainstream theories of international relations.

INT 201 and status as an International Studies major or minor is a prerequisite for this class.

**INT 203**  
**INTERNATIONAL MOVEMENTS IN THE 20TH AND 21ST CENTURIES**  
**Undergraduate**  
This course evaluates the major social movements that have shaped international developments in the 20th and 21st centuries. Includes discussions of the varieties of socialism, race, colonization and decolonization of the Third World.

INT 201, INT 202 and status as an International Studies major or minor is a prerequisite for this class.
INT 204
CULTURAL ANALYSIS
Undergraduate
This course introduces the student to the models and logic of cultural analysis. Building on experiences from the previous courses, it offers students the opportunity to explore a problem of meaning in their everyday lives. Students acquire greater confidence in dealing with cultural issues. Cross-listed as ANT 386.

INT 205
INTERNATIONAL POLITICAL ECONOMY
Undergraduate
Topics discussed include the theory of comparative advantage, trade, immigration, alternatives to neoclassical trade theory, the third world debt crisis of the 1980s and 1990s, global financial institutions, and recurrent financial crises.

ECO 105 and ECO 106 are prerequisites for this class.

INT 206
IDENTITIES AND BOUNDARIES
Undergraduate
This course explores how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class.

INT 301
SENIOR SEMINAR
Undergraduate
Combines formal class work and independent research. Raises philosophical questions about the nature of and prospects for a new international order, and discusses appropriate methodologies for the field. Culminates in a senior research paper.

Senior standing and declared International Studies major or minor are prerequisites for this course.

INT 310
AFRICAN AREA STUDIES I
Undergraduate
A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within the African continent.

INT 311
AFRICAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 310.

INT 320
WEST AND SOUTH ASIAN AREA STUDIES I
Undergraduate
A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within West or South Asia.

INT 321
WEST AND SOUTH ASIAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 320.

INT 330
EAST ASIAN AREA STUDIES I
Undergraduate
A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions within East Asia and the Pacific.
INT 331
EAST ASIAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 330.

INT 336
CULTURES OF THE PACIFIC
Undergraduate
A survey of the social, political, and economic institutions, and the culture history of selected regions of the Pacific.

INT 340
EUROPEAN AREA STUDIES I
Undergraduate
A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions of Europe and the Soviet Union.

INT 341
EUROPEAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 340.

INT 350
LATIN AMERICAN AREA STUDIES I
Undergraduate
A general interdisciplinary survey of the social, political, and economic institutions, and the cultural history of selected regions of Latin America.

INT 351
LATIN AMERICAN AREA STUDIES II
Undergraduate
A continuation of the survey of institutions and cultural history described in 350.

INT 360
TOPICS IN DEVELOPMENT & ANTI-DEVELOPMENT
Undergraduate
A survey of the problem of endemic poverty in the Third World, together with a consideration of the various forms of public action designed to alleviate poverty. Considerable attention will be paid to the problems of rural poverty and the pitfalls and possibilities of industrialization.

INT 362
LANGUAGE AND THE POLITICS OF TERROR
Undergraduate
Politics is, among other things, the arena in which human bodies are broken. This course will concern itself with the breaking of human bodies through torture, genocide, war and poverty. Throughout, a focus will be maintained on the interface between bodies and language, on how bodies placed under extremes of pain and degradation lose their capacity for speech, and how language reaches its intrinsic limits in trying to represent bodies in pain.

INT 364
TOPICS IN INTERNATIONAL POLITICAL ECONOMY
Undergraduate
A course that offers students the opportunity to explore international trade issues in greater depth. (See schedule for current offerings.)

INT 365
TOPICS IN WAR AND PEACE
Undergraduate
A course that offers students the opportunity to explore security, war and peace studies in greater depth. (See schedule for current offerings.)
INT 366
TOPICS IN INTERNATIONAL LAW
Undergraduate
A course that offers students the opportunity to explore law and security issues in greater depth. (See schedule for current offerings.)

INT 368
TOPICS IN GLOBAL CULTURE
Undergraduate
A course that offers students the opportunity to explore global cultural studies in greater depth. See schedule for current offerings.

INT 371
INTERNATIONAL ENVIRONMENTAL POLITICS
Undergraduate
This course examines the international processes by which scientific knowledge concerning environmental change and degradation is translated into action on the parts of individuals, groups, states, and global institutions. We look at the political, legal, economic and cultural structures that reproduce the global propensity to disrupt or degrade the environment and that likewise prevent amelioration.

INT 374
TOPICS IN INTERNATIONAL ORGANIZATIONS
Undergraduate
A course that offers students the opportunity to explore the United Nations, the Organization of American States, non-governmental organizations, the European Union, NAFTA and similar trading blocks or organizations, and the policy issues associated with these organizations. (See schedule for current offerings.)

INT 380
INTERNSHIP PROSEMINAR
Undergraduate
In this phase of an off-campus internship, students develop a research agenda under the supervision of faculty that they will carry out during their off-campus residency.

INT 382
INTERNSHIP RESIDENCY
Undergraduate
This course should be used to register credit hours for both Chicago-based and off-campus residencies to complete internship agreements and approved independent research proposals. 4-8 credit hours.

INT 384
INTERNSHIP DIRECTED RESEARCH
Undergraduate
In this phase of an off-campus internship, students submit a research report to faculty and expand upon their experience through further research.

INT 388
SPECIAL TOPICS IN INTERNATIONAL STUDIES
Undergraduate
Special Topics In International Studies

INT 389
INTERNATIONAL SOCIAL ENGAGEMENT
Undergraduate
The course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings focus on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.
INT 390
GUEST SEMINAR
Undergraduate
Examination of a topic in international studies under the direction of a visiting professor.

INT 393
INTERNATIONAL STUDIES PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate level simulations of international agencies, organizations, and conferences, including Model U.N., Model O.A.S., and others. Includes practical experience in agenda research, resolution preparation, and committee debate. The practicum extends through a single academic year. Students will register for the course in Autumn term. Four credit hours are earned at the end of the Spring term.

INT 399
INDEPENDENT STUDY
Undergraduate
Variable credit hours.

INT 401
PROSEMINAR IN INTERNATIONAL STUDIES
Graduate
The seminar defines the methodology of international studies in three ways: as a theory of institutional interactions between people separated by distance and/or culture, as a problem-based research agenda aimed at discovering more effective mechanisms for these institutional interactions, and a collection of methods that employ historical, political, economic and cultural research techniques, simultaneously or sequentially, to uncover solutions to international problems. The objectives of this seminar are accomplished by studying a series of cases, most of which require library research, with students. These serve as model thesis projects, thereby introducing students to the methodology of the field and the program requirements simultaneously. Faculty from the various disciplines offer lectures in the seminar, introducing students to a wider range of approaches and potential advisors in the Autumn term.

Graduate International Studies student is a prerequisite for this course.

INT 402
COMPLEX SOCIAL ORGANIZATION
Graduate
The seminar will work through a series of cases that show students how to connect the surface events of a contemporary economic or political situation to the underlying social and cultural structures and processes that precipitate it. Theories that attempt to validate assumptions about these underlying structures and processes are examined. Through this seminar students acquire a fundamental knowledge of social theory and the methodology of organizational analysis.

INT 401 is a prerequisite for this course.

INT 403
MOVEMENTS, REGIMES, AND IDEOLOGIES
Graduate
The seminar focuses on the organization of power in contemporary societies and the processes that legitimize or impeach authority. Students examine cases from both historical movements and contemporary movements. Through this seminar students acquire a fundamental knowledge of the agendas of modern political movements and the ideological supports for existing regimes.

INT 401 is a prerequisite for this course.

INT 404
CULTURES IN THE INTERNATIONAL CONTEXT
Graduate
An examination of contemporary issues in cultural analysis of global processes. Topics may include local-global linkages, transnational identities and communities, diasporas, Orientalism, the post-colonial condition, the post-socialist condition, commodification and consumption, meanings of gender and sexuality, globalized spaces and places, and technological transformation.
INT 405  
**ECONOMIES IN THE INTERNATIONAL CONTEXT**  
*Graduate*

Examines the historical development of the contemporary international economy. The principle channels of interaction in this economy are examined: trade and investment, diffusion of technology, and institutional borrowing and adaptation. Students encounter classical, marxian, and neoclassical (political) theories of the interaction between national economies.

INT 401 is a prerequisite for this course.

INT 406  
**GLOBALIZATION**  
*Graduate*

This seminar explores the cultural, economic, and political dimensions of current globalization processes. Topics may include flows of people, goods, ideas, or capital and how these flows impact states, movements, regimes, and localities.

INT 401 is a prerequisite for this course.

INT 490  
**SPECIAL TOPICS IN INTERNATIONAL STUDIES**  
*Graduate*

Special courses will be offered as students and faculty identify selected topics of common interest. This number is also used for students taking 300-level courses in the undergraduate International Studies program. In this case, students must have the approval of their thesis advisor and the director of the International Studies program before registering for the course.

INT 500  
**TOPICS IN GLOBAL CULTURAL ANALYSIS**  
*Graduate*

Provides students writing theses in the area of global culture with opportunities to read contemporary works in the field, including the fragmentation of identity, postcolonial historiography, and transnationalism. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

INT 502  
**TOPICS IN INTERNATIONAL POLITICAL ECONOMY**  
*Graduate*

Provides students writing theses in the area of international political economy with opportunities to read contemporary works in the field, including growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills that can be applied to their projects. The seminar is offered in the Spring of the first year; the course focuses on different topics under different instructors.

INT 504  
**TOPICS IN INTERNATIONAL LAW**  
*Graduate*

Course offers students the opportunity to engage in an examination of recent developments in international treaties, legal process and international organization. Topics have included refugees, trade law, criminal law and the establishment of the international criminal court, international labor law, environmental law, theories of international law, human rights and the relationship between international law and local economic development. Students work on the international law and institutional aspects of their theses.

INT 506  
**ETHICS IN INTERNATIONAL POLITICS**  
*Graduate*

Provides a detailed review of the ethical writings on international politics from a number of philosophical positions.
Course offers students the opportunity to engage in comparative examination of recent ethnic conflicts. Theories of the national/nationalism, ethnicity, race and gender are applied to case studies of conflicts involving group-based sociopolitical identification. International political legal forms of prevention and amelioration are studied and evaluated in light of theories and histories of group-based conflict. Conflicts studies have included: Northern Ireland, Rwanda, Israel/Palestine, the former Yugoslavia, Nigeria, E.Timor, Chiapas, France, Tibet, Cypruds, Kurdistan, Sri Lanka, and the U.S. Students work on the theory portion of their theses, developing a conception of group-based social identification.

Course examines historical, political economic, sociocultural and legal aspects of the migration of people across borders. Students gain a critical understanding of the development of the world labor market from early modernity through the present, as well as the structural context of recent anti-immigrant/anti-immigration politics in Europe, North America and Australia. Cultural studies concepts of diaspora, mestiza, "the new ethnicity," and hybridity are used to explore the possible formation of unique migrant subjectives. Finally we look at the consequences for the nation-state of migration-driven transnational subject and community formation. Students work on the theory portion of their theses, developing a conception of population shifts, transnational identity and their implications for social organization.

Explores the growth in the scope and power of international media to distribute images and ideas. Topics covered include First World monopolization of media, analysis of ties between media and capital, and Third World resistance to media influence.

Peacekeeping. Explores the history of UN. peacekeeping efforts and the effectiveness of these efforts in different conflicts. Topics vary with the interests of the students.

Supervised independent research aimed at acquiring primary data for the thesis.

Supervised participation in a professional activity outside of the student's current employment, that further deepens the student's understanding of his or her research area.

This course provides 20-25 hours of service learning opportunities for students in organizations that are pursuing local activities based on international missions or globally-informed policies. The course meetings are focused on student experiences and a discussion of state, sub-state, and non-state organizational structures in the international context.
INT 590
THESIS RESEARCH I: DIRECTED RESEARCH
Graduate
The workshop extends the opportunity for students to discuss their thesis research activities with faculty and to learn various techniques and strategies of effective research. Ordinarily, students register for this course in Spring term.

INT 401 is a prerequisite for this course.

INT 592
THESIS RESEARCH II: THESIS WRITING
Graduate
The workshop extends the opportunity for students to discuss their thesis writing activities with faculty and to learn various techniques and strategies of effective scholarly writing. The culmination of this course is the defense of the thesis. Ordinarily, students register for this course in Winter term.

INT 401 is a prerequisite for this course.

INT 601
CANDIDACY CONTINUATION
Graduate
Students who must take extra time to complete the requirements for the first or second year must enroll in candidacy continuation or must apply for readmission to the program.

INT 699
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students NOT actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans.

INTC 205
COMMUNICATION, CULTURE AND COMMUNITY (Formerly CMNS 205)
Undergraduate
Examines the relationships among culture, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning. (Formerly CMNS 205)

INTC 206
COMMUNICATING MULTICULTURAL IDENTITIES (Formerly CMNS 206)
Undergraduate
This course examines identity from a critical/poststructuralist position, approaching the notion of identity as a performative and discursive production within complex systems of power, privilege, and oppression. Together, the class will examine the ways in which discourse influences our performances of personal identity as well as the ways that it constructs our ideas about other identities (gender, race, sexuality, etc.). Through reading, discussion, and reflection, we will interrogate how individual and group identities are theorized, constructed, negotiated, and transformed; how identity is shaped by rhetorical discursive and non-discursive practices; and how identity construction is situated in historical/social/political/ideological contexts. (Formerly CMNS 206)

INTC 220
PUBLIC SPEAKING (Formerly CMNS 220)
Undergraduate
Introduction to the skills required in a variety of public speaking settings. Includes units on delivery, language, defining speech purposes and content, finding supporting material, organization, and audience analysis. Students will be required to present speeches. Background in basic writing and library skills is necessary. (Formerly CMNS 220)
INTC 230
PERFORMANCE OF LITERATURE (Formerly CMNS 230)
Undergraduate
Introduction to the communication of literature through oral interpretation. Involves critical analyses of selected literary works and preparation for and delivery of short performances. (Formerly CMNS 230)

INTC 290
COMMUNICATION WORKSHOP (VARIABLE TOPICS) (Formerly CMNS 290)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)

INTC 304
MULTICULTURAL COMMUNICATION IN THE U.S.A. (Formerly CMN 304)
Undergraduate
An examination of communication within and between linguistic communities in the United States. Focus will be on the relations between language use and social institutions such as the family, the community, the media, and the educational system. (Formerly CMN 304)

INTC 307
TOPICS IN POLITICAL AND SOCIAL COMMUNICATION (Formerly CMNS 307)
Undergraduate
Examines intensively one or more issues in the Culture and Communication Track. The topics differ each term focusing on a particular area of discourse such as environmental communication, political communication, and sexuality and communication. (Formerly CMNS 307)

INTC 308
TOPICS IN INTERCULTURAL COMMUNICATION (Formerly CMNS 308)
Undergraduate
Examination of the application of linguistic and rhetorical theories to various specializations in cultural discourse. The course focuses each term on one particular area such as semiotics, language acquisition, or language and power. (Formerly CMNS 308)

INTC 309
INTERNATIONAL/GLOBAL COMMUNICATION (Formerly CMNS 309)
Undergraduate
Focuses on the world of international/global news flow and media systems in a comparative manner. Emphasizes changes that have followed the modernization of the media, the impact of globalization on individual countries, attempts to preserve the cultural character of domestic media content in the face of increased amounts of imported products, and the effects of new communication technologies, particularly the Internet. (Formerly CMNS 309)

INTC 310
DISCOURSE ANALYSIS (Formerly CMNS 310)
Undergraduate
An analytical examination of the ways in which people locate meaning cooperate, coordinate, and find coherency in conversations and in other forms of discourse, both spoken and written. The class will analyze and disclose meanings hidden in public discourse. (Formerly CMNS 310)

INTC 321
CULTURAL AND SYMBOLIC CRITICISM (Formerly CMNS 321)
Undergraduate
Introduction to the critical methodologies of rhetorical analysis. Students are instructed in ways to become more reflective consumers of discourse by examining how rhetoric instructs reality, shapes the social and political agenda and engages questions of ethics, power and persuasion. The course promotes a critical awareness of the role symbols play in influencing human perception, attitude, and action in a diverse culture. (Formerly CMNS 321)
INTC 322
ADVANCED PUBLIC SPEAKING (Formerly CMNS 322)
Undergraduate
Analyzes theories and develops skills required in persuasive speaking situations. This course is an extension of the public speaking class (INTC 220) and explores in greater detail than the first course the analysis of audiences, sources of resistance to persuasion, and appropriate logical and psychological strategies for persuasive speeches. (Formerly CMNS 322)

INTC 220 is a prerequisite for this course.

INTC 323
SOCIAL MOVEMENTS (Formerly CMN 323)
Undergraduate
This course examines the rhetoric of social movements throughout American History. As a rhetoric class, the focus is primarily on the symbolic creation of movements in order to provide background of the political and social events that gave rise to the movement. Using readings from a variety of sources, we will investigate the discursive construction of power as it relates to society and politics. The class will take a case-study approach to examining social movement rhetoric, exploring the discourse that has served to resist oppressive, or perceptively oppressive, systems. (Formerly CMN 323)

INTC 324
CULTURE OF CONSUMPTION (Formerly CMNS 324)
Undergraduate
Introduces students to the critique of our consumer culture. Teaches students how to be critical consumers and understand how to be critical consumers and understand how we consume lifestyles, images, aesthetics, and desire through our shopping patterns. Provides theoretical, observational, and critical tools that allow students to critique patterns of consumption, the production of culture through consumption, and how consumption is a means of communication. (Formerly CMNS 324)

INTC 325
PROMOTING SUSTAINABLE PRACTICES (Formerly CMNS 325 - ENVIRONMENTAL COMMUNICATION WORKSHOP)
Undergraduate
Provides a foundation in the communication skills necessary for achieving conservation goals. Introduces communication approaches such as social marketing, citizen participation, public campaigns, and environmental interpretation that have proven effective in the work of conservation professionals. (Formerly CMNS 325 - ENVIRONMENTAL COMMUNICATION WORKSHOP)

INTC 326
ENVIRONMENTAL POLITICS AND RHETORIC (Formerly CMNS 326)
Undergraduate
Rhetorical perspective on environmental public discourse. Course also explores the relationship between rhetorically constituted ideas about nature and the development of political and social ideas, institutions, and practices that inform our understanding of the human place in the environment. (Formerly CMNS 326)

INTC 328
HISTORY OF RHETORIC AND COMMUNICATION (Formerly CMNS 328)
Undergraduate
Offers an overview of historical foundations of the communication field. Examines how the formulations of rhetoric by various thinkers derived from cultural, religious, and political contexts shape human consciousness and communication patterns. Students read primary and secondary materials on classical rhetoric and rhetoric of diverse cultures. The course promotes an understanding and appreciation of antiquity and development of ideas over time in relation to current cultural and communicative patterns. (Formerly CMNS 328)

INTC 330
TOPICS IN PERFORMANCE (Formerly CMNS 330)
Undergraduate
Advanced study in performance focusing on a specific genre each quarter such as: Poetry, Fiction, Nonfiction, Drama or Chamber Theater. Other possibilities include: performing autobiography; life performances; ritual, ceremony, and storytelling; and radio and television performances. (Formerly CMNS 330)
INTC 331
COMMUNICATION FIELDWORK (Formerly CMNS 331)
Undergraduate
Provides students with experience conducting qualitative research, including data collection techniques, data coding and analysis, as well as interpretation of data and writing ethnographic reports. In addition to providing practical hands-on training in ethnographic research, this course serves to explore the theory, ethics, and politics behind various research methodologies. (Formerly CMNS 331)

INTC 332
TOPICS IN INTERCULTURAL COMMUNICATION METHODOLOGY
Undergraduate
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies.

INTC 333
CULTURAL WAYS OF SPEAKING (Formerly CMNS 333)
Undergraduate
Explores how speakers reveal culture through their everyday interactions. This course focuses on speaking as an activity through which individuals identify themselves with communities of discourse, within the United States as well as across cultural groups. It provides students with experience in discovering diverse "ways of speaking" and "codes" concerning what it means to be a person, how people relate to each other, and how they view the world. (Formerly CMNS 333)

INTC 334
URBAN COMMUNICATION (Formerly CMNS 334)
Undergraduate
Examines relationships between material features of the city and symbolic representations of urban life (e.g., photography, film, songs, public discourse) with the goal of understanding the city as a site of communication. Special attention is paid to expressions of hope for and fear of the city. (Formerly CMNS 334)

INTC 335
LATINO COMMUNICATION, CULTURE, & COMMUNITY (Formerly CMNS 335)
Undergraduate
Examines the relationships among Latino cultures, communication, institutions, and public and private life. Students explore the possibilities and problems of contemporary forms of community through service in Latino community organizations. The course also fulfills the junior year experiential learning requirement through community based service learning. (Formerly CMNS 335)

INTC 337
ASIAN-AMERICAN MEDIA REPRESENTATIONS (Formerly CMNS 337)
Undergraduate
The course takes an interdisciplinary approach in the analysis of the media images and explores issues of power, identity, race, gender, class, sexual orientation and the interaction of these factors in the representation of Asian Americans. (Formerly CMNS 337)

INTC 338
ASIAN CULTURE AND COMMUNICATION (Formerly CMNS 338)
Undergraduate
Reviews major Asian philosophical and religious traditions such as Hinduism, Confucianism, Taoism, and Buddhism and examines how these traditions influence and affect Asian cultures and communication behaviors, particularly communication among Indians, Chinese, Japanese, Koreans, and Asian Americans in various contexts. (Formerly CMNS 338)

INTC 340
LEGALIZING LANGUAGE
Undergraduate
This course examines language legislation and rules globally at national and institutional levels. We explore the ideologies and motivations that underlie such policies.
INTC 361
GENDER AND COMMUNICATION (Formerly CMNS 361)
Undergraduate
A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, gender social movements, and perceptions of the sexes generated through language and communication. (Formerly CMNS 361)

INTC 367
PERFORMANCE FOR SOCIAL CHANGE (Formerly CMNS 367)
Undergraduate
This is an experiential field experience that examines the role of performance in social activism. Student projects will identify a social issue of critical concerns and devise a performative response. (Formerly CMNS 367)

INTC 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

INTC 393
INTERCULTURAL COMMUNICATION PRACTICUM
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. Written permission of supervising faculty member and of the departmental chair is necessary before registration.

INTC 395
DEBATE PRACTICUM (Formerly CMNS 395)
Undergraduate
This practicum centers on developing students' skills in debate and public discourse. Participation in forensic activities outside of the class (tournaments, public debates, etc.) is an expectation. (Formerly CMNS 395)

INVR 101
Investor Relations Today
Continuing Education

INVR 102
Finance Fundamentals: The Investment Process and the Capital Markets
Continuing Education

INVR 103
The Corporate Environment and Regulation Fair Disclosure Issues
Continuing Education

IPD 352
IPV6 PROGRAM
Undergraduate
A 10-week online program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise networks to IPv6

IPD 353
CLOUD COMPUTING WITH AMAZON WEB SERVICES PROGRAM
Undergraduate
A 10-week program in cloud computing using the Amazon Web Services platform

IPD 354
CLOUD COMPUTING INFRASTRUCTURE AND OPERATIONS PROGRAM
Undergraduate
A 6-week program in the architectures, infrastructure, and operations of Cloud Computing
IPD 355
CLOUD COMPUTING FUNDAMENTALS PROGRAM
Undergraduate
An 11-week program in the principles, methods, and technologies of Cloud Computing

IPD 356
WEB DEVELOPMENT WITH AJAX TECHNOLOGIES PROGRAM
Undergraduate
A 7-week program covering Web development with Ajax technologies

IPD 357
WIRELESS LAN SECURITY PROGRAM
Undergraduate
An 8-week program covering the latest solutions to wireless LAN security issues.

IPD 358
SHAREPOINT DEVELOPER PROGRAM
Undergraduate
A 10-week program covering Microsoft SharePoint development.

IPD 359
WEB DEVELOPMENT WITH PYTHON PROGRAM
Undergraduate
A 6-week program covering Web development with the Python programming language.

IPD 360
SQL SERVER BUSINESS INTELLIGENCE PROGRAM
Undergraduate
An 11-week in-depth program covering SQL Server 2005 analysis services, integration services, and reporting services.

IPD 363
SQL SERVER DATABASE ADMINISTRATION PROGRAM
Undergraduate
An 11-week in-depth certificate program covering database administration using SQL Server

IPD 364
LIGHTWEIGHT JAVA WEB DEVELOPMENT PROGRAM
Undergraduate
A 7-week comprehensive certificate program covering open-source, lightweight Java enterprise Web development using POJOs (Plain Old Java Objects)

IPD 365
RUBY ON RAILS PROGRAM
Undergraduate
A 7-week in-depth certificate program covering Web development using Ruby on Rails.

IPD 366
JAVA WEB SERVICES PROGRAM
Undergraduate
A 7-week program covering program covering service-oriented architecture and the development of Web services using Java
IPD 370
ADVANCED SQL PROGRAM
Undergraduate
A two-week program covering advanced SQL.

IPD 380
IT PROJECT MANAGEMENT PROGRAM
Undergraduate
A 10-week comprehensive program covering best practices in IT project management

IPD 382
JAVA DEVELOPER PROGRAM
Undergraduate
A ten-week comprehensive certificate program covering object-oriented applications development using Java for programmers. Program offered through the Institute for Professional Development; enrollment is restricted.

IPD 389
.NET DEVELOPER PROGRAM
Undergraduate
A ten-week comprehensive program covering VB.NET and .NET technologies

IPD 452
IPV6 PROGRAM
Graduate
A 10-week online program providing comprehensive coverage of IPv6 technologies and strategies for transitioning enterprise networks to IPv6.

IPD 460
SQL SERVER BUSINESS INTELLIGENCE PROGRAM
Graduate
An 11-week in-depth program covering SQL Server 2005 analysis services, integration services, and reporting services.

IPD 461
SQL SERVER DATABASE HIGH AVAILABILITY PROGRAM
Graduate
An 11-week program designed to provide a comprehensive overview of the various high availability solutions available with the latest edition of Microsoft's SQL Server.

IPD 468
.NET MOBILE APP. DEV. PROGRAM
Graduate
An 11-week focused program covering the basic skills and techniques for successfully building

IPD 500
TASTE OF COMPUTING PROFESSIONAL DEVELOPMENT
Graduate
The goals of this course are to: work collaboratively with peers to implement an inquiry-based curriculum in computer science; prepare to teach culturally-relevant foundational computing knowledge with concrete instructional strategies; and, develop a community of practice in the classroom with an interdisciplinary approach to problem-solving.

IPD 530
ADVENTURE OF THE AMERICAN MIND
Graduate
The Adventure of the American Mind (AAM) is the course component of a project designed to teach in-service classroom teachers to access, use and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress.
IRE 101
IRELAND, 1450 - 1800, CONQUEST, COLONIZATION & REBELLION
Undergraduate
This course offers a survey of Irish history from the end of the middle ages to the union of Ireland and Great Britain in 1800. It traces the ways in which Ireland was brought under great English (later British) control through processes of agreement, conquest and colonization; and the ways in which various groups within Ireland sought to resist such developments. Cross-listed as HST 266 & CTH 288.

IRE 102
HISTORY OF IRELAND FROM 1800 TO THE PRESENT
Undergraduate
Survey of Irish history from 1800 to 2000. Examines the course of Irish history from the Act of Union (creating the United Kingdom), through the struggles and reforms of the 19th century (Catholic Emancipation, the Famine and Irish diaspora, Fenianism, Land Reform and Home Rule), to the creation of the modern nation-state of the 20th century (the Easter Rising, partition and civil war, the role of Eamon deValera, the Republic, and the Troubles). Topics include the contributions of Irish culture and its influence in Europe and the world. Cross-listed as HST 268.

IRE 103
IRELAND: RELIGION AND THE CONTEMPORARY "TROUBLES"
Undergraduate
An examination of the role of two Christian denominations (Protestant and Roman Catholic) in the more recent "Troubles" in the north of Ireland. Attempts to discover the contributions of religious differences in fueling and resolving the animosities between the Unionist and Nationalist sides; studies the social-historical dimension of the troubles and the Protestant and Catholic religious activities and official responses to them. Cross-listed as CTH 274.

IRE 104
THE EARTH'S CULTURAL LANDSCAPE
Undergraduate
A survey of the global patterns and processes which create our world's cultures. Several cultural realms such as language, religion, folk and popular culture, ethnicity, and the built environment serve as foci for a deepened understanding of the world and its people. Cross-listed as GEO 170.

IRE 105
GEOPOLITICS
Undergraduate
A survey of theories of international relations and geopolitics, the course explores the security dilemmas and types of collective action that mold international affairs in the Post-Cold War era. Cases from Western Europe, the Balkans, the Middle East and the Trans-Caucasus region provide opportunities to assess theoretical approaches and profile the United States' security landscape for the new millennium. Cross-listed as GEO 201.

IRE 106
THE EUROPEAN UNION
Undergraduate
An interdisciplinary study of European integration following WWII, with special emphases on the political philosophy, the geopolitical basis for the block's formation, the institutional structure, the evolution of policies, and the future development of the European Union. The course nurtures research and presentation skills through simulations of the European Commission and Council. Cross-listed as GEO 316.

IRE 107
CULTURAL GEOGRAPHY
Undergraduate
How do artists depict different locations? How do television portrayals of New York City compare and contrast between situation comedies and drama series? How do lyrics and music portray a sense of place and local identity? This course will analyze how places are represented and understood through arts, music and literature. Students will develop the theoretical skills to examine the cultural geography both of the United States and elsewhere. Cross-listed as GEO 172.
IRE 201
TOPICS IN IRISH STUDIES
Undergraduate
See schedule for current offerings Cross-listed as ENG 357.

A literature course is a prerequisite for this course.

IRE 202
MODERN IRISH LITERATURE
Undergraduate
This course provides an introduction to Irish literature, including some poems in the Irish language with English translations on facing pages, written from the Literary Revival to the late twentieth century. It emphasizes the transitions from a colonized to a postcolonial society and the slow validation of the voices of Irish women writers. Cross-listed as ENG 355.

IRE 203
CONTEMPORARY IRISH LITERATURE
Undergraduate
This course is an introduction to the vibrancy of contemporary Irish literature. It explores the ways in which literature addresses issues such as new patterns of living, communal tension, and women's experience.

IRE 249
GENDER AND POLITICS IN IRELAND
Undergraduate
This course examines the often paradoxical impact of political change and social relations on women in Ireland. Political change has at times afforded women leadership opportunities; social relations have been, especially during periods of colonial rule and the ascendancy of the Church, intensely patriarchal. The course pays particular attention to the way in which, historically and today, categories of gender have been constructed and intersect with or otherwise affect politics and social relations in the Republic of Ireland or the six counties that remain part of the United Kingdom. Cross-listed with WGS 249.

IRE 301
NINETEENTH CENTURY IRISH LITERATURE
Undergraduate
This course focuses on some of the important works of nineteenth-century Irish literature. It sees them as engaging with the often traumatic political and social changes of their time. Cross-listed as ENG 346.

A literature course is a prerequisite for this course.

IRE 302
THE IRISH REVIVAL
Undergraduate
The course invites a study of the cultural ferment of the decades from the 1890's to the 1920's in Ireland. Particular attention will be given to an introduction to the work of canonical writers such as Yeats and Joyce who emerged from it. Cross-listed as ENG 354.

A literature course is a prerequisite for this course.

IRE 303
REVOLUTION AND NATIONALISM IN IRELAND
Undergraduate
From the eighteenth to the twenty-first century Irish history has been defined by the emergence of national consciousness. This emerging consciousness has been expressed through violent rebellion against British rule and participation in British politics. This course traces the course of revolution and nationalism in Ireland from 1798 to 1923. This course traces the evolution of Irish nationalism and examines the historical literature of this subject. Key themes include: agrarian unrest, parliamentary politics, ideological revolution and the interaction of these forces to achieve independence.
IRE 379
INDEPENDENT STUDY
Undergraduate
Intensive study of a topic of special interest which is relevant to Irish Studies, normally in one of the curricular areas in which Irish Studies is taught in the minor, and usually with a faculty member who teaches in the Irish Studies program. An independent study typically involves private conferences with an instructor and supervised reading, research and writing. Written permission of the supervising faculty member and of the program director is necessary before registration.

IS 201
INTRODUCTION TO INFORMATION SYSTEMS (FORMERLY IT 201)
Undergraduate
This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. PREREQUISITE(S): none

IS 208
INFORMATION TECHNOLOGY, ECONOMY AND SOCIETY
Undergraduate
Introduction to emerging information technologies and their impact on modern society. This course discusses the latest technologies used in the evolving IT environment and how these technologies are changing the modern world. Emphasis is placed on investigating issues using a variety of sources, case studies, and writing. PREREQUISITE(S): None

IS 215
ANALYSIS AND DESIGN TECHNIQUES (FORMERLY IT 215)
Undergraduate
This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. PREREQUISITE(S): none

IS 280
COMMUNICATION FOR THE GLOBAL IT PROFESSIONAL
Undergraduate
Development of professional communication and collaboration skills for the global IT workplace. Students cultivate proficiency with traditional in-person and electronic communications, modeling the conflict resolution, personal initiative, and personal presentation behaviors necessary for career advancement. Students become comfortable users of virtual communication and collaboration toolsets such as VoIP, collaborative editors, web presentation software, virtual team portals, and virtual scheduling tools. PREREQUISITE(S): WRD 104. For students required to take LSP 120, it is also a prerequisite.

IS 313
BUSINESS APPLICATION DEVELOPMENT IN JAVA
Undergraduate
This course covers the design and implementation of several key business applications, for example, customer invoice and cash receipts, accounts receivable, finished goods and payroll. These topics will motivate the use of advanced techniques in the Java programming language with an emphasis upon database usage and business reporting. PREREQUISITE(S): CSC 212 or CSC 224.

IS 321
INFORMATION SYSTEMS ANALYSIS
Undergraduate
This course focuses on initial phases of the systems development life cycle. Topics include the systems development environment, information system fundamentals, project management techniques and concepts, requirements gathering and structuring, process and data modeling. Emphasis will be placed on CASE tools, project management tools and RAD. Students are strongly urged to take IS 321 and IS 322 in consecutive quarters. PREREQUISITE(S): IS 201, CSC 210.
IS 322
INFORMATION SYSTEMS DESIGN
Undergraduate
Continuation of the analysis and design sequence emphasizing latter stages of the SDLC including design, implementation, testing, support and maintenance. Topics include design of data storage, programs and user interfaces. Emphasis will be placed on transforming a logical design from systems analysis into a functional prototype. Students are strongly urged to take IS 321 and IS 322 in consecutive quarters. PREREQUISITE(S): IS 321, CSC 319, CSC 212.

IS 324
ENTERPRISE ARCHITECTURE
Undergraduate
This course explores the characteristics, selection, implementation and management of enterprise architecture frameworks, focusing primarily on the evaluation and planning of information systems from a top-down perspective. Major topics include enterprise architecture, Web 2.0, Enterprise 2.0, social media and networking, software as a service, content management systems, cloud computing, and portals; each is studied in terms of its characteristics and potential applications within an organization. PREREQUISITE(S): IT 215

IS 344
IT AUDITING
Undergraduate
Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None

IS 354
WEB INFORMATION SYSTEMS DEVELOPMENT
Undergraduate
Web Information Systems Development  (PREREQUISITE: IS 353)

IS 356
BUSINESS INTELLIGENCE SYSTEMS
Undergraduate
Survey of emerging technologies used for decision support, collaborative decision support, knowledge management, and virtual team support in modern organizations. The course will critically examine how organizations may leverage these technologies toward competitive advantage. Students will gain hands on experience with SaaS collaboration and decision making tools. PREREQUISITE(S): IS 201 and IT 240

IS 370
IT APPLICATIONS IN BUSINESS
Undergraduate
An exploration of applications of Information Technology within business and non-profit organizations, with emphasis upon the following topics: ways managers, work groups, and organizations acquire and use information; typical business applications and their deployment in organizations; and information flows within common business systems. Additional topics include the role and structure of supply chains, IT support for Web-enabled enterprises, and global considerations for information system design. Coverage also includes standards for software acquisition, including evaluation of commercial software products. An introduction to the major principles of decision support and expert systems, business intelligence, and knowledge management, as well as risk, security, and disaster recovery within an organizational setting are also covered. PREREQUISITE(S): IS 215 or IS 201

IS 371
INTRODUCTION TO IT SYSTEM MANAGEMENT
Undergraduate
This course focuses on implementation and post-implementation support for information systems. Topics include testing, deployment, user training, help desk, software upgrades, and staffing for support teams. Case studies and team projects. PREREQUISITE(S): IT215.
IS 372  
SOFTWARE PROJECT MANAGEMENT  
Undergraduate  
(Cross-listed with ECT 372) An introduction to the concept and techniques of project management for a broad range of systems, including Web-based application development. Topics include resource management, organizational factors, project manager responsibilities, team building, and risk management. Tools and techniques for project estimating and scheduling will be presented. Case study and group projects.  
PREREQUISITE(S): IT215

IS 373  
INTRODUCTION TO ENTERPRISE SYSTEMS  
Undergraduate  
A course on technical and management aspects of enterprise systems, including hands-on experience. It incorporates hands-on experience on enterprise resource planning (ERP) systems. Topics include: characteristics and selection of ERP systems, ERP implementation, customer relationship management (CRM), supply chain management (SCM), ERP systems administration, cloud computing and ERP, and enterprise integration with EPR.  
PREREQUISITE(S): IS 215

IS 374  
MANAGEMENT SUPPORT SYSTEMS  
Undergraduate  
This course provides an understanding of software support for organizational decision making. Topics include: analysis, design and implementation of systems for decision support and strategic planning, including decision support systems (DSS), group decision support systems (GDSS), and enterprise decision support systems (EDSS), data warehousing, data mining and neural computing, and intelligent agents. Case studies, projects on applications, and evaluation of software.  
PREREQUISITE(S): IT215.

IS 375  
OBJECT-ORIENTED ANALYSIS AND DESIGN  
Undergraduate  
This course focuses on object-oriented modeling techniques for analysis and design. Emphasis will be on the creation of well-designed, robust and maintainable software systems. UML (Unified Modeling Language) will be examined for modeling the system. Case studies will promote critical-thinking skills as well as provide the foundation for a student project that incorporates the skills attained throughout the quarter.  
PREREQUISITE(S): IT 215 and IS 371.

IS 376  
INFORMATION SYSTEMS PROJECT  
Undergraduate  
This senior project course requires students to apply prior learning in project management and systems development life cycle by developing a complete systems from business case, analysis, design, through implementation strategies. Team project, documentation, presentation, the use of development as well as project management tools will be emphasized.  
PREREQUISITE(S): CSC212, IS371, IS372, IS373.

IS 379  
VIRTUAL SOFTWARE TEAMS  
Undergraduate  
Fundamentals of software development in a virtual environment (if possible with students from different countries). Using an open source development environment; working across time, language, and culture; effective use of collaborative tools.  
PREREQUISITE(S): IS 215 or program development experience

IS 380  
ESSENTIALS OF TECHNOLOGY ENTREPRENEURSHIP  
Undergraduate  
Introduction to the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Course will include group case studies of technology entrepreneurial ventures. Students will work in teams to develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. Course requires a prior foundational understanding of IT as is typically developed by the start of junior year.
IS 396
TOPICS IN INFORMATION SYSTEMS
Undergraduate
Advanced study focusing on a specific area of information systems each quarter. May be repeated for credit. PREREQUISITE(S): See syllabus

IS 398
INTRODUCTION TO IS MANAGEMENT SEMINAR
Undergraduate
This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None
Status as a Graduate student in the Information Systems Prerequisite Phase is a prerequisite for this class.

IS 399
INDEPENDENT STUDY
Undergraduate
Independent study form and consent of instructor required. PREREQUISITE(S): Consent of dean.

IS 400
INTRODUCTION TO IS MANAGEMENT SEMINAR
Graduate
This one-credit seminar examines the concepts of information and technology management and career options in this field. Students will assess their own interests and skill requirements for various careers. They will also analyze the impacts of IS trends and emerging technologies on their career choices. All new IS master's students are required to take this seminar as the first course. PREREQUISITE(S): None
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 421
SYSTEMS ANALYSIS
Graduate
Course focus is on both traditional and object oriented systems analysis, with an emphasis upon developing competency in a wide range of modeling techniques. Specific topics include: overview of the software development environment and project management; project selection, initiation, and planning; determining requirements; process modeling, including DFDs and use cases; logic modeling, including decision tables, sequence diagrams, and activity diagrams; introduction to Entity-Relationship Diagrams. PREREQUISITE(S): Completion of Pre requisite Phase
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 422
SYSTEM DESIGN, IMPLEMENTATION, AND MAINTENANCE
Graduate
Course focus is on both traditional and object oriented systems design. Specific topics include: database design, including logical and physical design; Entity-Relationship diagrams, class diagrams, form and report design; interface and dialogue design; design specifications, including structure charts and prototypes; designing for LANs and distributed systems, as well as the Internet; system implementation, including parallel and phased implementation, testing, documentation, and user training; system maintenance, including types of maintenance, controlling and coordinating maintenance requests, and configuration management. Course ends with a multi-week case study applying the principles from both this course and IS 421, Systems Analysis. PREREQUISITE(S): IS 421 and CSC 451
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
IS 425
ENTERPRISE INFORMATION
Graduate
This course focuses on the interrelationships and methods used by information systems groups to meet the information needs of enterprises. The course starts with an examination of the basics of enterprises information needs: the role of the value chain, the profit paradigm, and information infrastructure flows are explored. Then attention turns role of software methods, programming and security as supporting technologies. Topics include enterprise systems, commerce systems, project management, sourcing decisions, IT risk management, services and operations performed. PREREQUISITE(S): IT 215 or SE 325.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 430
FUNDAMENTALS OF IT PROJECT MANAGEMENT
Graduate
This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. NO PREREQUISITES.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 433
INFORMATION SECURITY MANAGEMENT
Graduate

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 435
ORGANIZATIONAL MODELING
Graduate
The course explores contemporary approaches to analyzing and modeling organizational problems, processes, workflow, users and data. The emphasis is on the initial stages of analysis where the root cause of problems are identified, formulated and modeled. Students will acquire an array of modeling skills and be able to prescribe the proper modeling approach based on a variety of organizational and contextual factors. Business process modeling, management and metrics will be covered. Object-oriented and user-centered approaches will be introduced. PREREQUISITE(S): IS 421 or any Systems Analysis and Design course

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 440
COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
Graduate
Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): NONE

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 444
IT AUDITING
Graduate
Management and boards continue to recognize the importance of effectively managing information technology (IT) assets - to meet business objectives and to thoughtfully manage IT related business risks. This course examines the key principles related to auditing information technology processes and related controls and is designed to meet the ever increasing needs of IT audit and IT governance professionals. In addition, this course aids in the preparation for the Certified Information Systems Auditor (CISA) exam. PREREQUISITE(S): None

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
**IS 455**  
**ELECTRONIC BUSINESS**  
Graduate  
An introduction to electronic business. The topics include business models, technologies, business and social impact of e-business. It explores the tools, skills, business and social implications of emerging electronic business. In addition to acquiring basic skills for identifying electronic business opportunities and creating a presence in the online marketplace, the student reexamines fundamental processes of business as they are performed in cyberspace in contrast to the marketplace. This helps them understand changes as the cyberspace grows increasingly important in the global economy. **PREREQUISITE(S):** None. For Kellstadt students or students pursuing the MS in Business Information Technology only.  
Status as a MS-Business Information Technology student or Kellstadt student is a prerequisite for this class.

**IS 456**  
**KNOWLEDGE MANAGEMENT SYSTEMS**  
Graduate  
Survey of emerging technologies supporting organizational knowledge processes including capture, codification, structure, storage, dissemination and reuse. The course will critically examine how organizations may leverage these technologies toward competitive advantage. Students will experiment with contemporary knowledge management (KM) tools. Some theoretical perspectives on knowledge management (KM) and organizational learning (OL) will be introduced. **PREREQUISITE(S):** completion of foundation or core phase.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**IS 475**  
**INFORMATION SYSTEMS ANALYSIS AND DESIGN**  
Graduate  
Information systems development emphasizing the application of structured techniques in a case and 4Gl environment. Topics and team project tasks include case tools, entity-relationship diagramming, data-flow diagramming, structure chart, action diagram, joint application design, prototyping, design of relational database, and testing. **PREREQUISITE(S):** CSC 315 or instructor consent.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**IS 481**  
**SOFTWARE AND SYSTEMS DOCUMENTATION**  
Graduate  
Creating documentation for software, systems, or telecommunications projects. Development and delivery of documents (paper and Web-based) that present products and systems effectively to complex audiences. Documents include planning documents, vision statements, requirements specifications, status and milestone reports, user test plans, and user documentation. Emphasis on constructing electronic documents, appropriate content and hyperstructures for specific purposes and readers, and textual interactivity. Discussions on versioning and intellectual property issues. Presenting highly technical issues to business audiences. **PREREQUISITE(S):** Graduate Standing.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**IS 482**  
**LEGAL ASPECTS OF INFORMATION TECHNOLOGY**  
Graduate  
A practical survey of computer and information technology law arising in a high tech environment. Topics covered include: employment contracts, civil and criminal law, fraud and abuse, contracts, e-commerce, intellectual property, privacy, security, harmful communications, constitutional and First Amendment issues, and internal law and trade. **PREREQUISITE(S):** NONE.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

**IS 483**  
**INFORMATION SERVICES AND OPERATIONS**  
Graduate  
This course focuses on the operational aspects of information systems in organizations by examining the concepts, tools and techniques available to IS professionals responsible for the delivery of IT services. Topics include the organization of the IT services; the procurement of hardware, software and vendor services; operation of data centers, help desks and user training, the development and use of RFPs (Request for Proposals) and SLAs (Service Level Agreements); the integration of services and operations with application development project needs, and the role of capital and operating budgets. **PREREQUISITE(S):** Completion of foundation or core phase.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
IS 484
COMPUTERIZED ACCOUNTING SYSTEMS
Graduate
Responsibility accounting systems. Profitability accounting systems. Customer invoicing, cash receipts and accounts receivable information processing. Customer order entry, finished goods inventory, purchasing and receiving information processing. Accounts Payable, fixed assets and employee payroll systems. General ledger, budget and profit planning, sales analysis and market planning systems. PREREQUISITE(S): GSB 504 or ACC 103.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 485
REQUIREMENTS ELICITATION, ANALYSIS, AND SPECIFICATION
Graduate
This course focuses on the concepts and skills needed to elicit, analyze, specify, and manage requirements for a software or systems level project. Students will learn to identify and work with stakeholders through conducting a variety of requirements gathering techniques including interviewing, surveying, ethnography, and Joint Application Design (JAD) sessions, to identify and analyze requirements conflicts and negotiate solutions, to model requirements and specify them in unambiguous ways, and to manage requirements throughout the software lifecycle using change controls, traceability, and impact analysis techniques. The requirements process will be examined in both traditional and agile environments. Current topics such as requirements for product lines or distributed development teams will also be explored as time permits. Prerequisite(s): IS 422 or IS 430 or PM 430. A student may not take both SE 482 and IS 485 for credit toward a degree.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 500
INFORMATION TECHNOLOGY LEADERSHIP
Graduate
Managing people ethically and effectively by applying a broad range of creative approaches to individual and team leadership within an Information Technology context. Leadership methods studied include trait-based, skills-based, situational, contingency theory, path-goal theory, leader-member exchange theory, transformational, psychodynamic, and authentic leadership, as well as team leadership and the international, cultural, and ethical dimensions of leadership. Students assess their leadership styles and design individualized development plans to strengthen existing skills and expand IT leadership capabilities by incorporating additional leadership dimensions.
PREREQUISITE(S): IS 430, PM 430, OR SE 477

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 505
BUSINESS CONTINUITY/ DISASTER RECOVERY THEORIES AND STRATEGIES
Graduate
This course focuses on the knowledge necessary for an organization to prepare for a variety of major disruptions (floods, earthquakes, terrorist attacks, etc.). The goal is survival of the organization and its daily workflow despite major disruption. Students learn to analyze and prioritize risks and determine criticality ratings that are used to determine survival strategies. Students also learn how to organize employees to respond to a major disruption and how to document recovery plans. Course content includes coverage of current industry trends, as well as planning for the survival of Information Technology functions within an organization.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 506
BUSINESS CONTINUITY/ DISASTER RECOVERY MANAGEMENT AND TACTICS
Graduate
The course prepares students to lead an organization's business continuity and disaster recovery plans. Students learn the methodology needed to organize this function within an organization, evaluate an organization's business continuity and disaster recovery program according to established industry standards, and conduct a variety of quick-recovery drills. Students also focus upon industry-related human resources issues, crisis communications, and policies and procedures for setting up a command center. Course content includes coverage of current industry trends, as well as managing the survival of Information Technology functions within an organization. Prerequisite(s): IS 505

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
IS 511
SOCIAL ISSUES OF COMPUTING
Graduate
This course aims to provide a broad survey of the individual, organizational, and cultural impacts of computers and to stimulate reflection upon the social and ethical issues provoked by current and projected uses of computers. Some topics include an in-depth look at computers as they relate to workplaces, communities, public policy, legal issues, education, privacy, and moral values. PREREQUISITE(S): NONE.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

IS 533
ENTERPRISE SECURITY INFRASTRUCTURE CONTROLS AND REGULATORY COMPLIANCE
Graduate
Design, implementation, support and management of control methods in enterprise environments. Focus is on how these controls can help organizations achieve regulatory compliance. Review of Sarbanes-Oxley and its impact on IT systems. Detailed study of how risk assessment methods, information security program management and ERP systems can be used to fulfill regulatory and legal requirements. Control Objectives for Information and related Technology (COBIT) guidelines and best practices for SOX compliance. Security management standards (ISO 17799, BS 7799 and ISO 27001) . PREREQUISITE(S): IS 433

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

IS 535
INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
Graduate
This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods -- breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio. PREREQUISITE(S): SE 477 or IS 565 or ACCT 500 or IS 430 or PM 430 or ECT 455

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

IS 536
ENTERPRISE CLOUD COMPUTING
Graduate
Cloud concepts, architecture, and service management, with particular emphasis upon identifying and analyzing potential business applications of cloud computing. Students will conduct feasibility studies, detailing the advantages and disadvantages of implementing a cloud computing platform for specific applications, with particular emphasis upon financial considerations, business benefits, and security risks. Students will develop the ability to evaluate alternatives and effectively argue in favor of their choices within the cloud computing knowledge domain. They will be able to define, apply, and defend the need for standards and best practices. Students will work within a project team following the principles of project management to design, build, and implement cloud applications.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

IS 540
GLOBAL INFORMATION TECHNOLOGY
Graduate
A study of the hardware, software, and techniques for using virtual information technologies to support teams working in a distributed, virtual, or global environments. Topics include software survey and evaluation, software deployment within organizational and trans-organizational contexts, trans-national vendor relationships, trans-border data flow, geographically dispersed software development, and integration of diverse technologies. PREREQUISITE(S): Completion of foundation or core phase

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
IS 549
DATA WAREHOUSING AND DATA MINING
Graduate
Introduction to data warehousing and the foundations of understanding the issues involved in building a successful data warehouse. Data warehouse development methodology and issues surrounding the planning of the data warehouse. Data quality and metadata in the data warehouse. Analysis, transformation and loading of data into a data warehouse. Development of the data architecture and physical design. Implementation and administration of the data warehouse. Introduction to data mining. (PREREQUISITE(S): CSC 449 or CSC 451 or CSC 453).

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 553
ADVANCED TOPICS FOR SYSTEMS DEVELOPMENT
Graduate
Planning and implementation of enterprise systems in the context of enterprise transformation and new market dynamics. Networked enterprise and virtual organizations. Internet and intranet applications for electronic commerce, mass customization and information empowerment. Enterprise-wide systems, business process reengineering. Interorganizational systems, sourcing options, and transformational information technologies. Value-chain analysis and competitive strategies. Case studies examine various planning and implementation approaches and impacts. PREREQUISITE(S): IS 422 or ECT 555 or SE 430.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 554
INFORMATION ENGINEERING
Graduate
Application of structured techniques on enterprise-wide data models, information architecture, and cross-functional models. Stages for information strategy planning, business area analysis, joint requirement planning, and I.E. methodology. CASE tools, organizational strategies and economics of financial justification. Case studies. (PREREQUISITE(S): IS 422 and CSC 449).

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 556
ENTERPRISE PROJECT MANAGEMENT
Graduate
This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through program management and the IT program management office. Students will learn the role of the IT program management office in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of program management in coordinating the delivery of expected program benefits, in managing stakeholder expectations, and in establishing program governance. PREREQUISITE(S): IS 430 or PM 430 or completion of foundation phase.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 560
ENTERPRISE SYSTEMS
Graduate
An introduction to enterprise systems for data and process integration, including ERP systems. Topics include the requirements of enterprise systems, application architecture, tools, and functionality of leading enterprise systems, life cycle and methodologies for systems integration, selection, and implementation strategies. Also addressed are emerging trends for enterprise systems and relationship among component systems. PREREQUISITE(S): Advanced Standing

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IS 565
IT OUTSOURCING
Graduate
The course focuses on how organizations can use leverage of scale as a source for cost reduction; leverage of expertise for improved superior IT performance; leverage of access (e.g. location) to develop new strategies. Other topics covered include different types of sourcing strategies, sourcing maturity levels and best practices. PREREQUISITE(S): Completion of foundation or core phase

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
IS 567
KNOWLEDGE DISCOVERY TECHNOLOGIES
Graduate
An introduction to the Knowledge Discovery Technologies covering all stages of a data mining process: domain understanding, data collection and selection, data cleaning and transformation, dimensionality reduction, pattern discovery, evaluation, and knowledge extraction. The course provides a comprehensive overview of data mining techniques used to realize these stages, including traditional statistical analysis and machine learning techniques. Students will analyze large datasets and develop modeling solutions to support decision making in various domains such as healthcare, finance, security, marketing, customer relationship management (CRM), and multimedia. PREREQUISITE(S): IT 223

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 570
ENTERPRISE SYSTEM IMPLEMENTATION
Graduate
Formerly IS 450. This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents. PREREQUISITE(S): IS 430 or PM 430 or completion of foundation or core phase

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 571
SOFTWARE MAINTENANCE
Graduate
Software Maintenance

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 574
BUSINESS INTELLIGENCE
Graduate
Introduction to the concepts of business intelligence (BI) as components and functionality of information systems. How business problems can be solved effectively by using operational data to create data warehouses, and then applying data mining tools and analytics to gain new insights into organizational operations. Detailed discussion of the analysis, design and implementation of systems for BI, including: data management systems, decision support systems, group support systems, knowledge engineering, expert systems, and Web 2.0 tools. Case studies of application software, web tools, success and limitation as well as technical and social issues. (PREREQUISITE(S): (SE 430 or IS 435 or PM 430 or MIS 674) and (CSC 449 or CSC451).

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 575
INTELLIGENT INFORMATION RETRIEVAL
Graduate
Examination of the design, implementation, and evaluation of information retrieval systems. The focus is on the underlying retrieval models, algorithms, and system implementations. Also examined is how an effective information search and retrieval is interrelated with the organization and description of information to be retrieved. Topics include: automatic indexing; thesaurus generation; Boolean, vector-space, and probabilistic models; clustering and classification; information filtering; distributed IR on the WWW; intelligent information agents; IR system evaluation; information visualization; and natural language processing in IR. Throughout the course, current literature from the viewpoints of both research and practical retrieval technologies both on and off the World Wide Web will be examined. PREREQUISITE(S): CSC 301 or CSC 383.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
**IS 577**
**INFORMATION SYSTEMS POLICIES AND STRATEGIES**
**Graduate**
This capstone course emphasizes the planning and management of information technologies and related resources at the corporate level. Topics covered include assessment of information technologies, tracking emerging technologies and trends, managing portfolio resources and matching them to business needs, technology transfer, end-user computing, outsourcing, theoretical models, strategic applications and strategic IT planning. Students are encouraged to take this course toward the end of their study. **PREREQUISITE(S):** Ten or more CDM MS level courses.

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

**IS 578**
**INFORMATION TECHNOLOGY CONSULTING**
**Graduate**
This course is for the IT professional. The emphasis is on examining the models, techniques, and skill development for providing effective IT consulting services. The course examines the structure of IT consulting markets; leading IT consulting practices; models and approaches for providing internal IT consulting services; sourcing strategies, evaluation of RFPs and response process contract formulation, client relations and project management; knowledge management and collaboration and IT strategies. **PREREQUISITE(S):** Completion of foundation or core phase.

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

**IS 579**
**VIRTUAL SOFTWARE TEAMS MANAGEMENT**
**Graduate**
Application of project management principles, tools, and techniques to a virtual software development project; management of virtual software teams; planning, executing the plan, monitoring and controlling the development process. Work with project office (PMO) to set templates for reporting and common processes and standards; set milestones and their deliverables; establish communication medium for the virtual team. **PREREQUISITE(S):** PM 430 or advanced PM course, or Industrial certificate like PMP

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

**IS 580**
**TECHNOLOGY ENTREPRENEURSHIP**
**Graduate**
In-depth examination of the entrepreneurial process within technology intensive ventures. Roles of entrepreneurs and their start-up teams. Suitable business models and strategies. Legal issues and intellectual property. Financial issues and venture resources. Role of the customer and entrepreneurial marketing. Students will analyze and present case studies of technology entrepreneurial ventures. Students will develop a marketing plan and a business plan for a technology-intensive entrepreneurial venture of their choice. **PREREQUISITE(S):** Completion of the foundation phase.

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

**IS 590**
**INFORMATION SYSTEMS RESEARCH METHODS**
**Graduate**
Introduction of information systems (IS) research methods and theories. The course is taught as a seminar course. Both quantitative and qualitative methods are discussed. **PREREQUISITES:** At least two statistics courses among IT 223 and (CSC 424 or CSC 428)

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.

**IS 596**
**TOPICS IN INFORMATION SYSTEMS**
**Graduate**
Advanced study focusing on a specific area of information systems each quarter. May be repeated for credit. **PREREQUISITE(S):** See syllabus

CDM graduate students in the Pre requisition Phase are restricted from registering for this class.
IS 599
INDEPENDENT STUDY
Graduate
Independent study form and consent of instructor required.
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. (PREREQUISITE(S): Consent of advisor).
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 696
MASTER’S PROJECT
Graduate
Four credit hours. Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. (PREREQUISITE(S): Consent of advisor).
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IS 698
MASTER’S THESIS
Graduate
Two credit hours. Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. Independent study form required. (PREREQUISITE(S): Consent of advisor).
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ISM 101
FOUNDATIONS OF INTERACTIVE & SOCIAL MEDIA
Undergraduate
This course approaches the study of Interactive and Social Media through the analysis of interactive media artifacts (e.g. games, apps, websites, etc.) in order to develop a shared language for what are common components of all interactive artifacts. Students will also examine how delivery platforms (e.g. smart phone, tablet, interactive kiosk, desktop, phone) constrain and afford different interactivity. Students will conduct weekly product analysis along with a final project where they inventory and analyze all of the interactive artifacts they use in a 48 hour period. PREREQUISITE(S): none.

ISM 208
VIRTUAL WORLDS AND ONLINE COMMUNITIES
Undergraduate
Environments such as social networking sites, multiplayer online games and other online communities are becoming an increasingly large part of how we work, play, and learn. This course introduces the fundamentals for the interdisciplinary study of cyberculture and online social behavior. By examining core scholarship in this area, together with analyzing an existing virtual world, game, or online community, students will learn to research and understand new technologically-enabled social forms as they are emerging. PREREQUISITE(S) WRD 104

ISM 210
INTRODUCTION TO HUMAN-COMPUTER INTERACTION (FORMERLY IM 210)
Undergraduate
This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of projects, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture and usability testing. Students provide written analysis of their research and process. PREREQUISITE(S): None
ISM 220
INTERACTIVE DESIGN & PROTOTYPING (FORMERLY M 220)
Undergraduate
This course applies interactive media principles for a variety of contexts with a goal of exploring relative merits among common interaction paradigms. Based on assessed needs and intended functionality, students create working prototypes that demonstrate a range of design patterns, particularly those with a high level of interactivity such as rich internet applications, games, and visual simulations. Emphasis is given to visual design principles and aesthetics for creating interesting and engaging interactive experiences. PREREQUISITE(S): ANI 105

ISM 222
INFORMATION VISUALIZATION
Undergraduate
This course discusses the basic problems and techniques of visualizing quantitative and qualitative data. Topics include: perception, types of information, representation of univariate and multivariate data and relational information, analysis of representations, presentation, and dynamic and interactive visualizations. Students will create visualizations using graphical software PREREQUISITES: LSP 120

ISM 225
WEB 2.0 BUILDING BLOCKS
Undergraduate
This seminar course will provide students with a foundation in understanding the key computational infrastructures upon which today's social applications are built (e.g. social networks, cookies, cloud computing, media streaming, APIs, location-based awareness). Student will examine popular web 2.0 sites/apps and analyze for the inclusion of building blocks in order to understand how these building blocks facilitate the user experiences deemed essential for web 2.0 apps. Prerequisite(s): none

ISM 270
USER-CENTERED WEB DESIGN (FORMERLY M 270)
Undergraduate
Principles of interactive design for web pages and sites. Design patterns for information navigation. Use of HTML and CSS to produce standards- and accessibility-compliant web pages. Overview of technologies supporting dynamic and interactive content. Prerequisites: IT 130 or HCI 201

ISM 320
ADVANCED PRINCIPLES OF INTERACTIVITY
Undergraduate
This course will use complex interactive web projects to challenge students to solve real-world problems. Students will build upon the organizational and analytical strategies learned in IM I while expanding their knowledge of Flash subjects such as site integration, utilizing remote data and manipulating video. PREREQUISITE(S): IM 220 Interactive Media I

ISM 360
USER-CENTERED EVALUATION
Undergraduate
Overview of user research and usability evaluation methods. User research includes interviews, profiles and scenarios. Usability evaluation methods include expert inspections and usability testing. PREREQUISITE(S): ISM 210

ISP 100
THE NATURE OF SCIENCE
Undergraduate
The Nature Of Science  (Cross-listed As PHY 100)

ISP 220
INTERACTIONS OF SCIENCE & TECHNOLOGY
Undergraduate
INTERACTIONS OF SCIENCE & TECHNOLOGY
ISP 245  
LIFE IN THE UNIVERSE  
Undergraduate  
Life In The Universe

ISP 300  
SELECTED SEMINAR TOPICS (CROSSLISTED AS HON 300)  
Undergraduate  
Offered each quarter, the topics of the junior seminar vary. Each offering, however, builds upon concepts introduced in a previous core course and involves a research project. Cross-listed as HON 300. Variable credit.

ISP 330  
PEER EDUCATION SERVICE LEADERS I  
Undergraduate  
This course is designed to prepare service immersion trip leaders and to promote their development as socially responsible leaders. The focus is on foundational theory and developing transferable life skills related to reflective theory and practice, Vincentian concepts of service, and peer education. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 331  
PEER EDUCATION SERVICE LEADERS II  
Undergraduate  
Students will apply the theories and practices learned in ISP 330 to their service immersion groups. Through experiential, interactive, academic and reflective activities students will continue reflection on Vincentian service and their leadership roles. Students must speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

ISP 390  
SPECIAL TOPICS  
Undergraduate  
Variable credit.

ISP 392  
INTERNSHIP  
Undergraduate  
Internship

ISP 399  
INDEPENDENT STUDY  
Undergraduate  
Variable credit.

IT 130  
THE INTERNET AND THE WEB  
Undergraduate  
An introduction to the Internet, the World Wide Web, and web development for students with a strong interest in technology. Students will create interactive web pages by writing HTML and CSS and by programming in JavaScript. Topics include the origins of the web, the roles and operations of web browsers and web servers, interacting with web applications through forms, and using style sheets to separate document structure and document formatting. PREREQUISITE(S): NONE.

IT 201  
INTRODUCTION TO INFORMATION SYSTEMS  
Undergraduate  
(Formerly IS 201 Introduction to Information Systems) This course demonstrates how information is used by organizations to conduct business and solve problems. This course presents information systems principles and demonstrates how they form an integral part of modern organizations. Topics include systems concepts; organizational processes; technological aspects of information systems; the Internet; IT security and ethical issues; database management; and systems development life cycle. In addition, students familiarize themselves with the DePaul computing environment and demonstrate competency at navigating that environment. PREREQUISITE(S): none
IT 211
INTRODUCTION TO APPLIED PROGRAMMING
Undergraduate
Introduction to application development and problem solving. Basic programming constructs including control structures, I/O functions and object-based programming. Projects include small-scale applications using web-services, file processing, databases and application software. PREREQUISITE(S): IT 130

IT 212
APPLIED OO PROGRAMMING
Undergraduate
Introduction to Object-Oriented Programming. Students will use object-oriented programming to integrate systems and applications on multiple platforms, developing and understanding basic distributed applications and how they communicate. PREREQUISITE(S): IT 211

IT 215
ANALYSIS AND DESIGN TECHNIQUES
Undergraduate
(Formerly IS 315) This course presents a structured approach to analysis and design of an information system for a business. The systems development life cycle will be defined and described. Process descriptions, user and task analysis for interface development, prototyping, data flow and entity relationship diagramming will be presented. Case studies that promote critical-thinking skills provide the context for these techniques. PREREQUISITE(S): none

IT 223
DATA ANALYSIS
Undergraduate
(FORMERLY CSC 323) Application of statistical concepts and techniques to a variety of problems in IT areas and other disciplines, using a statistical package for simple data analysis. Course topics include descriptive statistics, elementary probability rules, sampling, distributions, confidence intervals, correlation, regression and hypothesis testing. PREREQUISITE(S): MAT 130 or placement

IT 228
ETHICS IN COMPUTER GAMES AND CINEMA
Undergraduate
Societies function based on normative ethics utilizing commons sense to distinguish between ethical and unethical behavior. Most of us are not aware of the underlying theories when arriving at ethical judgments about right and wrong. However, the fast pace of progress in information technologies and digital entertainment creates an environment, in which ethical challenges are particularly complex. In the eyes of many, games and movies are violent, offensive and immoral. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. Implications of certain values embedded games and movies will be discussed. Elements of the ethical code of conduct for a game or movie creator will be formulated. The issue of balancing individual creativity vs. cultural impact particularly on children will be discussed.

IT 230
BUILDING INTERNET APPLICATIONS
Undergraduate
This course presents the design and development of interactive Web applications for e-commerce. Major topics include Web server architecture; server-side programming including events and controls; application and database integration; and security issues. Students will engage in a course project to build a dynamic Web application. PREREQUISITE(S): IT 130

IT 231
WEB DEVELOPMENT I
Undergraduate
Introduction to framework-based web development. Students create interactive, dynamic web sites using a common web architecture and object-based database access. Programming for web development includes control structures, objects, functions, and use of composite data types. Prerequisite: IT 130
IT 232
WEB DEVELOPMENT II
Undergraduate
Intermediate framework-based web development. Students design and develop web applications supporting social-networking, content-sharing and functionality for business and organizational needs. Web concepts include AJAX, server-side caching, security threats. Application of object-oriented concepts. PREREQUISITE(S): IT 231 and IT 211

IT 236
USER INTERFACE DEVELOPMENT
Undergraduate
The focus of the course is to build interfaces to simple programs. The course will cover interface controls, event handling, and the use of built in and/or pre-written controls. The course will cover simple database access through a Database control and possibly access to WebServices such as Google. Good visual design principles will be emphasized throughout the course. PREREQUISITE(S): IT 130

IT 238
INTERACTIVE WEB SCRIPTING
Undergraduate
Advanced scripting with javascript and the Document-Object Model (DOM) for creating web pages. Object-oriented principles applied to user interfaces and event handling. Application of Ajax. Use of libraries such as jQuery. PREREQUISITE(S): IT 130

IT 240
INTRODUCTION TO DESKTOP DATABASES
Undergraduate
This course will introduce students to the design, implementation and use of desktop databases. Major topics include: modeling using ER diagrams, creating and maintaining a database using a PC based application, compose and use queries in Structured Query Language, create and customize forms and reports, and integrate databases with other sources of data and applications. PREREQUISITE(S): NONE

IT 263
APPLIED NETWORKS AND SECURITY
Undergraduate
This course introduces the networking and security technologies required to build and maintain a home or small-office network. Networking topics will include client/server application software configuration, network connectivity (cabling, switch and router configuration), basic IP addressing, network address translation and options for public Internet access services. Security topics will include typical threats and responses, firewalls, host hardening, password management and virtual private network (VPNs). The course has a lab component where students apply wired and wireless technologies to design and administer a small network with various applications. PREREQUISITE(S): none

IT 278
COMMUNITY-BASED TECHNOLOGY PROJECTS
Undergraduate
Project development in cooperation with a community service organization. Students will assess urban community Web needs, develop and implement a Web solution. PREREQUISITE(S): IM 210, IS 215, and IT 232

IT 300
RESEARCH EXPERIENCE
Undergraduate
This course involves the exploration of a research topic under the supervision of a research advisor. PREREQUISITE(S): Consent of dean.

IT 313
ADVANCED APPLICATION DEVELOPMENT
Undergraduate
Development of complex applications through the use and development of APIs. Appropriate selection of common data structures (hash tables, trees, stacks, queues, networks) and design patterns for use in API development. PREREQUISITE(S): IT 212
IT 320  
CONTENT MANAGEMENT SYSTEMS  
Undergraduate  
Design and use of Content Management Systems (CMSs) to manage unstructured digital media throughout the enterprise, simplify the publication of Web content, and locate and link content at any level of an organization. Discussion will focus on key users, their roles and responsibilities, collaborative workflow, and versioning. Students will become familiar with available CMSs, design a database-driven Website focusing on separation of the content's semantic layer from its layout, and implement a system using a variety of open-source software. Prerequisite(s): IT 130

IT 330  
USER INTERFACE DEVELOPMENT FOR INTERACTIVE SYSTEMS  
Undergraduate  
Graphical user interface development for web and desktop applications. Event-driven user controls. Development involves use of a visual integrated development environment (IDE). Prerequisite: IT 232

IT 373  
SYSTEM CONCEPTS  
Undergraduate  
Overview of concurrency, memory management and file system concepts for operating systems, and web servers. Application of concepts to system administration. Case studies of common operating systems. Web server operations. Virtualization. PREREQUISITES: IT 313 or CSC 383 or CSC 390

IT 398  
TOPICS IN GLOBAL INFORMATION TECHNOLOGY  
Undergraduate 
Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Consent of the Instructor

IT 403  
STATISTICS AND DATA ANALYSIS  
Graduate  
Introduction to univariate data analysis methods. Descriptive statistics and data visualization methods. Overview of sampling techniques for data collection, and introduction to statistical inference methods for decision making including simple linear regression, estimation procedures using confidence intervals and hypothesis testing. PREREQUISITE(S): None

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

IT 411  
SCRIPTING FOR INTERACTIVE SYSTEMS  
Graduate  
Introductory scripting for developing interactive web pages. Overview of HTML and CSS. Elementary programming concepts using JavaScript for learning control structures, functions, arrays, and object use. User interface development concepts include event handling and use of JavaScript libraries such as jQuery. Review of web clients, servers and architecture. PREREQUISITE(S): None

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
IT 430
BUILDING INTERNET APPLICATIONS
Graduate
This course presents the design and development of interactive Web applications for e-commerce. Major topics include Web server architecture; server-side programming including events and controls; application and database integration; and security issues. Students will engage in a course project to build a dynamic Web application. PREREQUISITE(S): IS 440 or PM 440

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IT 432
WEB ARCHITECTURE
Graduate
Overview of Web application development for non-programmers. Hands-on exposure to the Model, View, Controller (MVC) framework using a common web framework. Topics include HTML/CSS, data modeling, authentication, AJAX and security issues. Students create and modify dynamic web sites. PREREQUISITE(S): Graduate Standing.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IT 590
TOPICS IN INFORMATION TECHNOLOGY
Graduate
Advanced study focusing on a specific area of information technology each quarter. May be repeated for credit. PREREQUISITE(S): Consent of the instructor

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IT 599
TOPICS IN GLOBAL INFORMATION TECHNOLOGY
Graduate
Course Description: This course focuses on current topics in the information and communications technologies that together support the "networked world". Samples topics are global software development and deployment, global data and information management, and cross-cultural project management for information systems. The course may be offered for variable (1 to 4) credit hours. PREREQUISITE(S): None

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

IT 698
MASTER'S THESIS
Graduate
2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

ITA 101
BASIC ITALIAN I
Undergraduate
Listening to, speaking, reading and writing Italian in a cultural context for the beginning student.

ITA 102
BASIC ITALIAN II
Undergraduate
Continued emphasis on the four skills in culturally-authentic situations. ITA 101 or equivalent, including placement test or permission of instructor, is recommended.
ITA 103
BASIC ITALIAN III
Undergraduate
Completion of the basic elements of the Italian language, spoken as well as written, with due regard to the cultural context of Italian expression. ITA 102 or equivalent, including placement test or permission of instructor, is recommended.

ITA 104
INTERMEDIATE ITALIAN I
Undergraduate
Intensive practice in the use of Italian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. ITA 103 or equivalent, including placement test or permission of instructor, is recommended.

ITA 105
INTERMEDIATE ITALIAN II
Undergraduate
Continuing practice in spoken and written Italian and further development of reading and listening abilities in an authentic cultural context. ITA 104 or equivalent, including placement test or permission of instructor, is recommended.

ITA 106
INTERMEDIATE ITALIAN III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Italian with a concomitant heightened awareness of the cultural dimensions of the Italian language. ITA 105 or equivalent, including placement test or permission of instructor, is recommended.

ITA 197
SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

ITA 198
STUDY ABROAD
Undergraduate
Variable credit.

ITA 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

ITA 201
ADVANCED COMMUNICATION I
Undergraduate
Developing culturally appropriate speech and writing through the study of speech acts and written documents within the context of a systematic study and review of grammar. ITA 106 or equivalent is recommended.

ITA 202
ADVANCED COMMUNICATION II
Undergraduate
Focus on the differences between speech and writing with an emphasis on the latter as expressed in compositions, editing and other writing activities. ITA 106 or equivalent is recommended.
ITA 203
ADVANCED COMMUNICATION III
Undergraduate
Developing a sophisticated spoken fluency using authentic oral texts as models for elaborated discourse. Written texts and writing exercises reinforce oral expression. ITA 106 or equivalent is recommended.

ITA 297
SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

ITA 298
STUDY ABROAD
Undergraduate
Variable credit.

ITA 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

ITA 301
ORIGINS OF ITALIAN LITERATURE
Undergraduate
Topics will include the development of vernacular literature from the earliest texts to Dante. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 302
WRITING THE SELF IN THE ITALIAN RENAISSANCE
Undergraduate
Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 303
LITERATURE OF THE SEICENTO & SETTECENTO
Undergraduate
Topics will include Baroque and Enlightenment texts of Marino, Galileo, Vico, Goldoni and Alfieri. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 304
ITALIAN CIVILIZATION I
Undergraduate
The development of Italian culture from the rise of the city-state after the year 1000 to the grand achievements of poets, painters and politicians in the Renaissance court. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 305
TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES, AND REALISTS
Undergraduate
Authors will include Foscolo, Leopardi, Manzoni, Verga, Carducci and Pascoli. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 306
FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO
Undergraduate
Topics will include issues of modernity in the works of Svevo, Marinetti, D'Annunzio, Pirandello and others. ITA 106 or equivalent and ITA 201-203 recommended.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>ITA 308</td>
<td>DANTE’S PURGATORY AND PARADISE: THE REALM OF SALVATION</td>
<td>Undergraduate</td>
<td>A close reading of selections from Purgatory and Paradise. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 309</td>
<td>THE ITALIAN NOVEL</td>
<td>Undergraduate</td>
<td>Selected topics from all periods. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 310</td>
<td>PETRARCA AND BOCCACCIO</td>
<td>Undergraduate</td>
<td>A close reading of selections from the Canzoniere and Decamerone. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 311</td>
<td>ITALIAN POETRY</td>
<td>Undergraduate</td>
<td>Selected topics from all periods. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 312</td>
<td>ITALIAN DRAMA</td>
<td>Undergraduate</td>
<td>Selected topics from all periods. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 319</td>
<td>CILS EXAMINATION PREPARATION COURSE</td>
<td>Undergraduate</td>
<td>Intensive workshop course designed to prepare students for taking the Italian national CILS examination. Advanced review of reading, writing, speaking, and listening skills. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 320</td>
<td>ITALIAN FOR BUSINESS</td>
<td>Undergraduate</td>
<td>Advanced preparation for the use of Italian in the business world. ITA 106 or equivalent and ITA 201-203 recommended.</td>
</tr>
<tr>
<td>ITA 321</td>
<td>TRANSLATION</td>
<td>Undergraduate</td>
<td>Fundamental principles of translation and acquisition of practical skills involved in translating original documents from Italian to English and from English into Italian in the areas of literature and other topics. Three years of college Italian recommended.</td>
</tr>
<tr>
<td>ITA 329</td>
<td>ITALIAN FILM</td>
<td>Undergraduate</td>
<td>The development of Italian cinema from its origins to the present. ITA 106 or equivalent and ITA 201-203 recommended.</td>
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ITA 332
ITALIAN CIVILIZATION II
Undergraduate
Overview of artistic, social and political developments from the Baroque to the Risorgimento. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 340
ITALIAN CIVILIZATION III
Undergraduate
The artistic, social and political development of modern Italy from industrialization through the Fascist era to contemporary society. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 353
ITALIAN PHONOLOGY AND PHONETICS
Undergraduate
An in-depth study of the language's sound system and intensive pronunciation practice. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 397
SPECIAL TOPICS IN ITALIAN
Undergraduate
See schedule for current offerings.

ITA 398
STUDY ABROAD
Undergraduate
Variable credit.

ITA 399
INDEPENDENT STUDY
Undergraduate
Variable credit. Permission of chair and instructor required.

ITA 401
ORIGINS OF ITALIAN LITERATURE
Graduate
Topics will include the development of vernacular literature from the earliest texts to Dante. Cross-listed with ITA 301.

ITA 402
WRITING THE SELF IN THE ITALIAN RENAISSANCE
Graduate
Topics will include the evolving conception of self in texts of the Humanists, Machiavelli, Castiglione, Michelangelo, Ariosto and Tasso. Cross-listed with ITA 302.

ITA 403
LITERATURE OF THE SEICENTO & SETTECENTO
Graduate
Topics will include Baroque and Enlightenment texts of Marino, Galileo, Vico, Goldoni and Alfieri. Cross-listed with ITA 303.

ITA 404
ITALIAN CIVILIZATION I
Graduate
The development of Italian culture from the rise of the city-state after the year 1000 to the grand achievements of poets, painters and politicians in the Renaissance court. Cross-listed with ITA 304.
ITA 405
TOWARDS UNIFICATION: ROMANTICS, REVOLUTIONARIES AND REALISTS
Graduate
Authors will include Foscolo, Leopardi, Manzoni, Verga, Carducci and Pascoli. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 406
FUTURISM AND BEYOND: LITERATURE OF THE NOVECENTO
Graduate
Topics will include issues of modernity in the works of Svevo, Marinetti, D'Annunzio, Pirandello and others. Cross-listed with ITA 306. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 407
DANTE'S INFERNO: THE WORLD OF THE CONDEMNED
Graduate

ITA 408
DANTE'S PURGATORY AND PARADISE: THE REALM OF SALVATION
Graduate
A close reading of selections from Purgatory and Paradise. Cross-listed with ITA 308.

ITA 409
THE ITALIAN NOVEL
Graduate
Topics include: structuralist critics; feminist critics; post-modernist critics. Cross-listed with ITA 309.

ITA 410
PETRARCA AND BOCCACCI O
Graduate
A close reading of selections from the Canzoniere and Decamerone. Cross-listed with ITA 310.

ITA 411
ITALIAN POETRY
Graduate
Selected topics from all periods Cross-listed with ITA 311.

ITA 412
ITALIAN DRAMA
Graduate
Selected topics from all periods. Cross-listed with ITA 312.

ITA 419
CILS EXAMINATION PREPARATION COURSE
Graduate
Intensive workshop course designed to prepare students for taking the Italian national CILS examination. Advanced review of reading, writing, speaking, and listening skills. Cross-listed with ITA 319.

ITA 420
ITALIAN FOR BUSINESS
Graduate
Advanced preparation for the use of Italian in the business world. Cross-listed with ITA 320.
ITA 421
TRANSLATION
Graduate
Fundamental principles of translation and acquisition of practical skills involved in translating original documents from Italian to English and from English into Italian in the areas of literature and other topics. Cross-listed with ITA 321.

ITA 429
ITALIAN FILM
Graduate
The development of Italian cinema from its origins to the present. Cross-listed with ITA 329.

ITA 432
ITALIAN CIVILIZATION II
Graduate
Overview of artistic, social and political developments from the Baroque to the Risorgimento. ITA 106 or equivalent and ITA 201-203 recommended.

ITA 440
ITALIAN CIVILIZATION III
Graduate
The artistic, social and political development of modern Italy from industrialization through the Fascist era to contemporary society. Cross-listed with ITA 340.

ITA 453
ITALIAN PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice. Cross-listed with ITA 353.

ITA 497
SPECIAL TOPICS IN ITALIAN
Graduate
See schedule for current offerings.

ITA 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

ITA 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

ITS 427
LEARNING AND TECHNOLOGY
Graduate
This course will focus on computer systems which are meant to help people learn something, so the primary concern is how well they support learning. We will start by looking at the state of the art in the scientific understanding of how people learn. Then we will apply these principles to evaluating designs of learning systems and to creating effective designs. Projects will involve evaluation of existing learning systems, and the creation of a simple learning system which follows design principles for effective learning. PREREQUISITE(S): NONE.

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
ITS 431
INSTRUCTIONAL DELIVERY AND COURSE MANAGEMENT SYSTEMS
Graduate
This is an applications course in which participants will examine instructional delivery systems such as Internet-based applications, and other voice, video and data systems and course management systems such as Black Board, cu Hear me, Lectra, and Net Meeting. The course will be grounded in learning theory, management practices and organizational structures. PREREQUISITE(S): ITS 427

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ITS 440
DISTANCE LEARNING TECHNOLOGIES
Graduate
This course is designed to enable students to design and evaluate Internet-based distance learning (IDL) systems. The course focuses on three major themes: IDL scenarios and requirements, multimedia technology and its impact in IDP systems, and network and collaboration support for IDL. PREREQUISITE(S): TDC 361 or DS 420.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ITS 560
TRAINING AND USER SUPPORT
Graduate

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ITS 584
ARTIFICIAL INTELLIGENCE IN LEARNING ENVIRONMENTS
Graduate
AI techniques play a natural role in learning environments by allowing technological artifacts to interact with learners in an intelligent manner, and by helping us better understand the processes that are involved in learning. This course will look at Artificial Intelligence in Learning Environments (AILE) from three viewpoints. The first is the research in human learning that relates to AI techniques. Methods like scaffolding, self-explanation, constructivism, and learning-by-doing have been used by AI systems to increase learning in a wide range of settings. The second viewpoint comes from the AI techniques that have played an important role in AILE systems. Some of these come directly from "mainstream" AI, like cognitive modeling, natural language processing, machine language, and bayesian networks. Others have been developed primarily for use in AILE systems, for example, student modeling, model tracing, knowledge tracing, and methods for evaluating learning. We will ground all of these topics by looking at particular AILE systems that have been influential by pushing the state of art and/or demonstrating substantial benefits in learning environments. PREREQUISITE(S): CS 457 OR CS 480 OR INSTRUCTOR PERMISSION.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

ITS 589
ITS CAPSTONE PROJECTS COURSE
Graduate
This practicum projects course provides an opportunity for students to apply all of the skills they have learned on one comprehensive project. Multidisciplinary teams work with educational domain experts to plan, design, implement, and evaluate an intensive instruction technology systems project. PREREQUISITE(S): Completion of the ITS Fundamental courses or consent of the instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

IWS 104
RELIGIONS IN CHICAGO
Undergraduate
An experience-centered introduction to the varieties of religious thought and expression manifest in the greater Chicago area. Includes site visits.
IWS 116
INTRODUCTION TO THE ISLAMIC EXPERIENCE
Undergraduate
This course will introduce students to the religion of Islam through its sources, practices, and presence in the contemporary world. In this introduction we will briefly explore the Qur'an, the Prophet Muhammad, hadith, law, ritual and practices, sectarian movements, and issues among Muslim women. The course will also look at some of the issues facing Muslims at the present time. Cross-listed as REL 116.

IWS 121
HISTORY OF ISLAM: THE FOUNDING OF A CIVILIZATION
Undergraduate
This course covers the rise and initial spread of Islam, from its origins in Arabia to its emergence as a world-wide civilization. This course will look at the periods of late antiquity, the life of the Prophet Muhammad, the caliphate, the conquests, the first and second civil war, the Abbasid revolution, and finally the break-up of the empire in the 10th / 11th Century. This will encompass the regions of Arabia, the Fertile Crescent, North Africa, and Central Asia. The course will cover the political, religious, and intellectual history of the above periods and regions.

IWS 122
HISTORY OF ISLAM: THE FLOWERING OF A CIVILIZATION
Undergraduate
This course looks at the period from the rise of the period of the Muslim Commonwealth, 10th/11th century, to the rise of the Gunpowder States, 15th/16th century. The course will look at the different dynasties (Buyids, Fatimids, Seljuks, Ayyubids and others) that arose and were ruling the Muslim world before, and during the time of the Crusades. The course will also look at the impact of the Persian bureaucracy and Turkish military on Islamic civilization.

IWS 191
ISLAMIC WORLD STUDIES
Undergraduate
This course is the introductory course to the program. This course is to familiarize the students with the study of Islam by introducing them to the central texts - the Qur'an, Hadith literature (reports of the actions and sayings of the Prophet Muhammad), and Sira (the biography of the Prophet)- and methodologies in studying these and other primary sources (although the course will limit its scope to translated texts, students will become aware of the vast resources that are available in Arabic). Students will also learn the mechanics of research in the field. They will become aware of the Encyclopedias, Indexes, and Journals, etc., that are available to conduct proper research in the field. Formerly IWS 100.

IWS 192
WESTERN APPROACHES TO ISLAMIC STUDIES
Undergraduate
This course is the second of two introductory courses to the Islamic World Studies Program. Students will concentrate on the state of the field of Islam in the Academic world. Students will become grounded in the history of the field, from its beginning in the late 18th century until the present time. Students will become familiar with the most up to date theories that are at present governing the study on the rise of Islam and the sacred texts in the Western and Islamic Academia. Formerly IWS 101.

IWS 200
RESEARCH TOOLS
Undergraduate
IWS 200 is a skills course aimed at improving the student's ability to read and write with clarity and precision. It is meant to prepare students for other IWS courses that stress text reading, responsive writing and research. IWS 200 students will use source material relevant to Islamic World Studies from disciplines that include religious studies, history, political science and international studies. The class meets once a week for three hours. The first 60-75 minutes of each session will be devoted to discussion of weekly reading assignments. Students will complete six short response papers as weekly homework assignments and three longer writing assignments: a book review, a comparative analysis and a research paper. Formerly IWS 190.

IWS 217
ISLAM IN GLOBAL CONTEXTS (CROSS-LISTED AS REL 217)
Undergraduate
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other. Cross-listed as REL 217.
IWS 218
INTRODUCTION TO ISLAM IN SOUTH ASIA
Undergraduate
This course will explore the very rich history and development of Islam in South Asia. In the first part of the course we will briefly explore four overlapping, though unique phases: the early history of Islam in the region (beginning in 630), the Mughals (1526-1858), British Colonialism (1613-1947), and the contemporary world (1857-2011). In studying the early history of Islam in South Asia, we will explore both the South Asian milieu at the time of the Muslim arrival, as well as the context of Islam’s arrival within the greater narratives of its own expansions. In studying the Mughals we will explore not only the rise and decline of this 600 year enterprise, but also the issues addressed by a Muslim minority ruling over a Hindu majority. In studying the history of British Colonialism in India, we will explore the India’s perceived role in the greater project of Colonialism, Muslim encounters with modernity, and the changing dynamics of Muslim-Hindu interactions in response to the occupying power. In the post-Colonial phase, we will explore the anti-Colonial independence movements (the Khilafat movement and the Pakistan movement), followed by the mapping of South Asia as a three part nation-state: India, Pakistan, Bangladesh, with discussion on Kashmir, and Sri Lanka, involving a transnational conversation between multiple Islamic outlooks. In the post-Colonial phase, we will explore the artistic role of Muslims in the developing Indian consciousness. In the final part of the course, we will explore the role of Islam in South Asia in the 21st Century, exploring Global Societies, South Asian Diaspora, Pan-Islamism, Hindu Nationalism, Religious violence, and Bollywood.

IWS 220
MUSLIM HISTORIES IN LATIN AMERICA, THE CARIBBEAN, AND LATINO USA
Undergraduate
This course maps Muslim histories in Latin America and the Caribbean, as well as in U.S. Latino/a communities, from the late fifteenth century to today. In this broad historical approach, we explore five distinct moments: the place of Moors or Muslim Iberians in the colonization of the ?New World;? enslaved Male West Africans mobilizing against a Luso-Brazilian imperial order; indentured South Asians and creolization in Caribbean nationalist ideologies; early and mid-twentieth century Arab migration to South America, and, most recently, Latin American, Caribbean, and U.S. Latino/a conversion, or what many call, reversion, to Islam. Our main goal is to explore Muslim histories as a window into the themes of colonialism, slavery, creolization, migration, and post-9/11 politics within these Latin/o Americas. In so doing, we are necessarily locating Muslims at the very conception and in the very pulse of what is today considered Latin America and the Caribbean, tracing their histories through Iberian colonizers, enslaved Africans, indentured South Asians, migrant Arabs, and finally, Latino/a converts. By studying this Muslim history of the Latin/o Americas, we seek to gain novel insights into a lesser-explored dimension of Latin America and the Caribbean as well as map the global breadth of Islam.

IWS 230
ISLAMIC FINANCE
Undergraduate
This course is a comprehensive introduction to Islamic finance, from its religious and legal origins and principles to its most advanced forms. This course focuses on the underlying principles of Islamic finance through a study of its scriptural and jurisprudential origins and reviews most of its products such as Mud?raba, Mush?raka, Mur?baha, Project finance, Suk?k, Tak?ful, Ij?ra and equity mutual funds etc. The course also examines today’s Islamic finance industry with a closer look at the structure and governance of contemporary Islamic financial institutions and international regulatory bodies.

IWS 251
ISLAMIC ART (CROSS-LISTED WITH HAA 222)
Undergraduate
An examination of the origins of Islamic culture in Arabia and the spread of Islamic art and religion across the Middle East, North Africa, Spain, Sicily, Iran, India, and Central Asia; emphasizes the meaning of religious imagery. Cross-listed with HAA 222.

IWS 263
RELIGION AND POLITICS IN THE MIDDLE EAST (CROSS-LISTED AS REL 263)
Undergraduate
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities. Cross-listed as REL 263.
IWS 265  
REFORM MOVEMENTS WITHIN ISLAM (CROSS-LISTED AS REL 265)  
Undergraduate  
This course will deal with the idea of “reform” within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements. Cross-listed as REL 265.

IWS 266  
ISLAM IN THE UNITED STATES (CROSS-LISTED AS REL 266)  
Undergraduate  
An examination of the story of Islam in the United States in three historical periods: antebellum America, the first half of the 20th century, and the latter half of the 20th century. Explores Muslim slave life; the possibilities of retentions of Islam in slave culture; the religious, social/economic, and political life of Muslims at the beginning of the 20th century; the emergence of Islamic thought in the U.S. through an overview of the works of Isma'il as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman. Cross listed as REL 266.

IWS 270  
ISLAMIC ETHICS  
Undergraduate  
Ethics is concerned with the character, customs, principles or standards of human conduct. Ethics is also concerned with the norms of human conduct. Islam is considered an essentially ethical religion meaning that it is fundamentally concerned with establishing the norms of human conduct in a relationship with God. Islamic conceptions of ethics/morality derive directly from the Qur’an. The lives of Muslims should ideally reflect the spiritual characteristics preferred by the Qur’an. In Islam there is no real distinction between being religious and ethical. In this course students will explore the ethical world of Muslims through glimpses of Islamic thought on pluralism, politics, abortion, war, euthanasia, and social justice.

IWS 271  
THE QUR’AN AND ITS INTERPRETERS (CROSS-LISTED AS REL 271)  
Undergraduate  
A study of the origin, transmission, and interpretation of the Qur’an. Cross listed as REL 271.

IWS 272  
MUSLIM WOMEN IN TEXTS (CROSS-LISTED AS REL 272)  
Undergraduate  
Explores major current approaches to the study of Muslim women, focusing on the Qur’anic conversation on women, on the commentaries provided by men, and on the emerging voices of Muslim women and non-Muslims. Cross-listed as REL 272.

IWS 277  
INTRODUCTION TO SUFISM  
Undergraduate  
This course will look at the history of Sufism (Islamic Mysticism). The course will look at the roots of Sufism and its early advocates, the medieval articulation and formalization of the tradition, to its renaissance in the modern period and its use as a ‘moderating’ tool. Students by the end of the course will also have a firm grounding in the terms and concepts that govern Sufism.

IWS 278  
INTRODUCTION TO THE HADITH  
Undergraduate  
This course will introduce students to the hadith (the tradition of the Prophet Muhammad). The course will look at the historical development of the collection, study, and criticism of the hadith. Students will learn the utilization of the hadith in the establishment of Muslim religious practices, law, political and cultural norms. Students will become familiar with the technical terms that are utilized by the scholars of hadith. Students will also come to understand the modern debates about hadith study and hadith utility (or lack there of) in the modern world.

IWS 285  
ROMAN CATHOLICISM’S ENCOUNTER WITH OTHER RELIGIONS  
Undergraduate  
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.
IWS 292
HISTORY OF JIHAD
Undergraduate
This course will look at the history of jihad. It will take a look at the institution of jihad in three different periods: early period (622-750) middle period (1095-1415) and finally the modern period (1798-2001). The course will look at the understanding of the concept of jihad and see if there is any consistent theory and how it compares to the Christian understanding of the Just War theory.

IWS 295
SECTARIAN MOVEMENTS WITHIN ISLAM (CROSS-LISTED AS REL 295)
Undergraduate
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects. Cross listed as REL 295.

IWS 298
READINGS IN THE QUR'AN
Undergraduate
This course will look at the Qur'an and its impact on several genres: the Qur'an and story telling; the Qur'an and law giving; the Qur'an and poetry; the Qur'an and imagery etc., Students will see how the Qur'an (in its oral and written form) impacted the literature and art of the Islamic and non-Islamic Near East. Students will first become familiar with the Qur'an and its context by a close reading of the text (in its translation). Then students will look at other literary works and see how much the Qur'an has shaped and impacted these 'secular' genres.

IWS 299
HISTORY OF ISLAMIC PHILOSOPHY
Undergraduate
This course looks at one of the main intellectual outgrowths of the Islamic tradition: Falsafa (Philosophy), the translation movement it spawned, and its interaction with Greek and Hellenistic philosophy. As we look at this historical development we will read important Islamic philosophers both in the medieval and modern period, such as: al-Kindi, al-Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, Nasir al-Din Tusi and Mulla Sadra.

IWS 300
MUSLIMS IN AMERICAN FICTION AND FILM
Undergraduate
This course will analyse the portrayal of Islam and Muslims by American fiction writers, documentary and screenwriters. Students will use normal analytical categories as they read popular mystery thrillers, romance novels, watch documentaries and review major movies.

IWS 302
MODEL ARAB LEAGUE
Undergraduate
This course is centered around students' participation in the Model Arab League as delegates from member-states chosen by IWS. Students engage with others from universities in the Mid-West region on the most important social, economic, environmental, cultural and political issues facing Arab leaders and ordinary citizens. The in-class component will include pertinent background information in these areas along with a specific focus on parliamentary procedure of the states they will represent.

IWS 310
CONVERSATIONS ON ARAB-ISRAELI CONFLICT
Undergraduate
This course is designed to run in connect with SolyaConnect, a virtual classroom experience for IWS majors and minors. Students will be in live conversations with students in various universities in the U.S. and the Middle East on issues directly related to this conflict. Students begin in last weeks of winter quarter and continue throughout Spring Quarter, registering for course in Spring. Laboratory work which is virtual classroom is coupled with classwork real class setting.
IWS 320
MUSLIM HISTORIES OF THE LATIN/O AMERICAS
Undergraduate
This course maps Muslim histories in Latin America and the Caribbean, as well as in U.S. Latino/a communities, from the late fifteenth century to today. In this broad historical approach, we explore five distinct moments: Moorish Iberians in the colonization of the so-called “New World” as well as their reinvention today; enslaved West Africans mobilizing against a Luso-Brazilian imperial order; indentured South Asians and creolization in Caribbean nationalist ideologies; early and mid-twentieth century Arab migration to South America, and, most recently, Latin American, Caribbean, and U.S. Latino/a conversion, or what many call, reversion, to Islam. Our goal is to explore Muslim histories as a window into the themes of colonialism, slavery, creolization, migration, and post-9/11 politics within these Latin/o Americas. In so doing, we are locating Muslims at the very conception and in the very pulse of what can be called the Latin/o Americas, tracing their histories through Iberian colonizers, enslaved Africans, indentured South Asians, migrant Arabs, and finally, Latino/a converts. By studying this Muslim history of the Latin/o Americas, we seek to gain novel insights into a lesser-explored dimension of Latin America, the Caribbean, and the Latino/a U.S. as well as map the global breadth of Islam.

IWS 324
ISLAMIC LAW (SHARIAH) AND AMERICAN CULTURE
Undergraduate
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law. Cross-listed as REL 324.

IWS 327
MEDIA AND ISLAM
Undergraduate
Media and Islam examines the journalistic techniques and communication theories behind how mainstream U.S. news media, print, broadcast and online bring news and information about the Arab and Muslim worlds to the American public. The course pairs media pieces with academic writing to stimulate critical thinking on media coverage of 1) characterizations of Muslims and Islam, including Islamic diversity, 2) contextual links between political Islam and Western/U.S. policies in the Muslim world, 3) the concept of jihad, 4) the status of Muslim women, and 5) the Israeli-Palestinian conflict. The course is presented in a three-hour, weekly seminar format and stresses reading, discussion and class participation. Written requirements are a midterm essay (assigned two weeks before due date) and a final media research paper on an approved topic of choice. There are no exams or quizzes.

IWS 330
ISLAMIC LAW, ITS HISTORY AND MODERN APPLICATIONS
Undergraduate
This course is a brief introduction to Islamic Law and its history including case studies of its modern applications. Students will trace the history of Islamic legal theory from its beginnings until the modern period. The focus is on the early formation of theory-its major themes and arguments along with the variety of doctrines that contribute to it. Students will examine how the socio-religious realities interface with the production of legal discourse as they build on previous coursework on modern reformers and the sources of law. This course will also explore the ongoing conversations over religious faith as the basis of a legal system. Last, we transition to the contemporary period through case studies where we will consider how the case connects with or departs from these larger debates and the different contemporary methodologies and arguments used.

IWS 340
SPECIAL TOPICS IN ISLAMIC WORLD STUDIES
Undergraduate
See schedule for current offerings.

IWS 341
MUSLIM INTELLECTUAL TRENDS 1900-PRESENT
Undergraduate
Modernization and its attendant demands for economic, political and sometimes religious change ignited Muslim thought in the 20th century. Various western theories on modernity and modernization are perceived in the Muslim world as imperialistic and directly linked to threats of neo-colonialism. This course engages a variety of scholars in an exclusively textual approach, seeking to 'strike a balance' between analysis of their seminal texts and philosophical frameworks. We will examine the works of six scholars and the contexts that define them such as race, class, and gender.

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IWS 345
ISLAMIC PHILOSOPHY
Undergraduate
This course looks at one of the main intellectual outgrowths of the Islamic tradition: Falsafa (Philosophy), the translation movement it spawned, and its interaction with Greek and Hellenistic philosophy. As we look at this historical development we will read important Islamic philosophers such as: al-Kindi, al-Farabi, Ibn Sina, Ghazali, Ibn Rushd, Ibn Hazm, Ibn Tufayl, Ibn Bajjah, Suhrawardi, Nasir al-Din Tusi and Mulla Sadra.

IWS 395
SENIOR CAPSTONE SEMINAR
Undergraduate
This is a seminar for Islamic World Studies majors. It is both an opportunity to reflect on what has been gained from studies and experiences in Islamic studies and an opportunity to strengthen that learning and expand those experiences with direct contact with Muslim communities in Chicago and overseas through the Soliya Program. Students will meet with leaders and members of Chicago's Muslim communities and through Soliya meet with their peers in universities here and abroad. Soliya, through a partnership with the United Nations Alliance of civilizations aims to reduce tensions across cultural divides. This aspect of the course will be integrated throughout with the assistance of Jennifer Von Diehle, Assistant director for International Collaborations at DePaul.

IWS 399
INDEPENDENT STUDY
Undergraduate
Independent study designed for majors.

JOUR 240
BROADCAST JOURNALISM
Undergraduate
An introduction to the preparation and presentation skills needed by broadcast journalists. This is a studio course that will allow the gathering and delivery of news and public affairs programming with the development of the critical competencies students must have if they are considering careers in the profession.

JOUR 245, JOUR 278 and JOUR 330 are prerequisites for this course.

JOUR 275
NEWS EDITING
Undergraduate
This course introduces students to editing and publishing procedures, including proofreading, copyediting and layout for different types of publications, including newsletters, brochures, periodicals and books. Skills in grammar, punctuation, style, organization, design and headline writing are emphasized along with the editor's role in the ethics of the profession, including questions of libel. Students will understand the editor's central role in the newsroom and the flow of a story from a reporter to the public.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 275
INTRODUCTION TO JOURNALISM
Undergraduate
An introduction to the field of journalism. Instruction and practice in writing and reporting news stories. Students will learn the skills needed to become better communicators and to understand the news in the world around them.

JOUR 276
PHOTOJOURNALISM (CROSS-LISTED AS ART 377)
Undergraduate
Introduction to the theoretical and technical foundations of photography with exploration of the medium's aesthetic, documentary and narrative purposes. Cross-listed as ART 377.
JOUR 278
NEWS REPORTING
Undergraduate
This course is designed to go beyond the inverted pyramid of basic news writing and focus on some of the sophisticated newsgathering techniques used by journalists. Story generation techniques will be examined along with interviewing techniques. The course will also explore how databases and documents can enhance a story, including the use of surveys, field experiments and participant observation.
JOUR 275 is a prerequisite for this class.

JOUR 279
FEATURE WRITING
Undergraduate
This practicum develops the observational and narrative skills essential to writing feature stories in a variety of journalistic contexts. Students will learn the story telling techniques that emphasize human interest, description and the details of a subject. Instruction will include illustrated lectures, class discussions, writing exercises and critiques.
JOUR 275 is a prerequisite for this course.

JOUR 290
JOURNALISM WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in journalism that can enhance their knowledge and expertise. Workshop topics can include video camera basics, non-linear editing with Final Cut Pro news print design (including InDesign, Photoshop, Illustrator), and online editing tools (including Word Press). Students may take a maximum of 4 credit hours of JOUR 290 in the major, and a total of 8 credit hours.

JOUR 317
EXPERIENTIAL LEARNING
Undergraduate
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting.

JOUR 330
WRITING FOR BROADCAST
Undergraduate
This course introduces students to the writing and formatting requirements of broadcast journalists. Part of this instruction is to give students an understanding of how writing for broadcast differs from writing for print and the awareness it takes to write copy that supports and strengthens the visuals that viewers will be watching. Strong writing is the backbone of broadcast journalism, and this course gives students a firm foundation in the writing skills that produce broadcast stories worth watching.
JOUR 275 is a prerequisite for this course.

JOUR 343
JOURNALISM AND THE AMERICAN EXPERIENCE
Undergraduate
This seminar analyzes the current condition of American print, broadcast and online journalism in light of their historic past. Journalism's social responsibilities and its functioning as a business are examined across major periods of American history—the colonial and revolutionary press, the early Republican and penny press, the Civil War press and the press of industrializing America, the rise of the tabloid press, and the role of the press in reporting the development of the United States as a world power during World War II and in its aftermath will be captured.

JOUR 350
RADIO NEWS
Undergraduate
Nowhere has the rise of new technologies had a greater impact than in radio reporting. This course gives students opportunities to stream their stories through field and studio productions that connect listeners within communities and around the world. Students will be trained in writing for the ear, and the unique local and international possibilities of radio reporting.
JOUR 275 and JOUR 278 are prerequisites for this course.
JOUR 361
JOURNALISM LAW AND ETHICS (formerly The Press, The Law and Democracy)
Undergraduate
This course examines the unique role of the press in providing the information that makes democracy possible. Students will learn the ethical and legal obligations of the reporter and news organizations and the impact that new technologies are having on news gathering and dissemination. The course aims at enhancing student understanding of the social responsibility of journalists in the public life of the nation and its citizens.

JOUR 362
THE PRESS AND THE PRESIDENCY
Undergraduate
This seminar describes the current and historic relationship between the mass media and the American presidency, focusing on the connections between press coverage to agenda-setting and public opinion in presidential campaigns. Students will analyze conditions in which press-presidential relations are cooperative or adversarial, including the market forces that have shaped that relationship and the news values that have reinforced it.

JOUR 363
ONLINE JOURNALISM
Undergraduate
This course introduces students to the principles and practices of online journalism. Students learn both conceptual and technical skills in multimedia reporting. Although the course provides groundwork in using digital tools to produce online content, the focus is on journalism. As much as possible, assignments will allow students to grasp online journalism concepts and apply them to real-world scenarios.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 364
INVESTIGATIVE REPORTING
Undergraduate
The course will include discussions and reporting projects that will analyze how investigative story ideas are developed, how decisions are made in the selection and development of investigative stories: how public records and other sources of information are obtained and used in investigative reporting: ethical dilemmas; and the impact of investigative journalism on public opinion and policy with a particular focus on issues of race, diversity and urban affairs.

JOUR 275 is a prerequisite for this course.

JOUR 365
TELEVISION NEWS I
Undergraduate
This is a course in electronic newsgathering. Student teams will shoot and edit stand up news packages. To do this, students will learn the basic elements in developing a broadcast news story--from originating the story idea, researching it, illustrating it, doing interviews, and then packaging the story for air.

JOUR 275, JOUR 278 and JOUR 330 are prerequisites for this course.

JOUR 366
MAGAZINE REPORTING
Undergraduate
The digital world of reporting and editing has created unparalleled opportunities to reach specific readers with targeted stories. This course introduces students to the opportunities of magazine writing and the strategies used by magazine writers. Writing assignments will strengthen a student's grasp of the resources available to modern magazine writers and the techniques of research and interviewing that are the basis of skilled storytelling.

JOUR 275 and JOUR 278 are a prerequisite for this class.
JOUR 367
INTERNATIONAL REPORTING
Undergraduate
This course analyzes the impact new technologies and world events are having on foreign correspondents and international reporting. The digital revolution is having a profound effect on the ability of news makers and organizations to compete with governments in worldwide information flows. Access to information has made citizens more inter-dependent while creating extraordinary opportunities for journalists to tell stories that increase the understanding and enlarge the imagination of their readers.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 368
SPORTS REPORTING
Undergraduate
Sports reporting is a go-to destination for online, print, and broadcast consumers of sports information. This course gives students an understanding of the social and cultural significance of sports. It trains them to look for themes and details that go beyond the simple score of a contest to the symbolic importance of athletics in the post-modern experience. Students will complete the course with a new appreciation for what makes for strong sports reporting and what accounts for its unique hold on the popular imagination.

JOUR 275 and JOUR 278 are a prerequisite for this class.

JOUR 374
COMMUNITY JOURNALISM
Undergraduate
Students will examine the work of major news chains that have begun experimenting with local coverage patterns that are informed by community leaders and community organizations identifying what matters in their community. Supporters of this approach claim it is the future for news organizations attempting to fulfill their social responsibility. Critics claim it undermines the independence of the press.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 377
SPECIAL TOPICS IN JOURNALISM
Undergraduate
Focuses on a specific topic related to the field of journalism. Included might be such topics as sports reporting, Chicago journalism, tabloid journalism, and Front Page news. See schedule for description of current topic.

JOUR 275 and JOUR 278 are prerequisites for this course.

JOUR 380
REPORTING FOR GOOD DAY DEPAUL
Undergraduate
This course will give students extensive experience doing on-air reporting for the DePaul student television news program, "Good Day DePaul." Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work. Students will be permitted to take this course in two different quarters.

JOUR 365 is a prerequisite for this class.

JOUR 383
ONLINE JOURNALISM II
Undergraduate
This course builds on what students learned in Online Journalism I. The emphasis is on developing a student-run website made up of stories and sections that utilize interactivity and multimedia features to engage the online audience. Students develop an understanding of a website's structure and how larger sites are built vs. the microsites. The course is designed to simulate the workflow in digital newsrooms.

JOUR 363 is a prerequisite for this class.
**JOUR 385**  
**TELEVISION NEWS II**  
*Undergraduate*  
Television News II builds on the knowledge students have gained in our introductory Television News class in producing news packages for broadcast. Students will develop longer format feature pieces that combine skills in writing, reporting, shooting, narration, editing, and producing. The best of this work should serve as portfolio pieces for students considering careers in broadcasting and related industries. TV News I and Writing for Broadcast are prerequisites for taking this course.

JOUR 330 and JOUR 365 are a prerequisite for this class.

**JOUR 390**  
**WRITING FOR THE DEPAULIA**  
*Undergraduate*  
This course is designed for the serious journalism student who wants on-deadline experience writing for The DePaulia newspaper and web site. Students will cover beats of interest to the DePaul community throughout the quarter and also will receive assignments from DePaulia editors. Stories and beats can be as varied as campus news, sports, the arts or news in the Lincoln Park and South Loop communities. Students may repeat the course once for credit. Not available for DePaulia editors.

JOUR 275 and JOUR 278 are prerequisites for this course.

**JOUR 393**  
**JOURNALISM PRACTICUM**  
*Undergraduate*  
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours.

**JOUR 399**  
**INDEPENDENT STUDY**  
*Undergraduate*  
JOUR 501  
**THE SOCIAL RESPONSIBILITY OF JOURNALISM**  
*Graduate*  
This course introduces students to the historic development of social responsibility theory and its continuing role in defining the obligations of journalists in creating an informed citizenry as a critical part of the democratic process. The course analyzes the ongoing tension between journalistic responsibility and the obligations of news organizations to turn profits for their shareholders and the constitutional imprimatur of journalism to offer the information that makes self-governance possible.

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 502**  
**NEWS NOW: JOURNALISM IN THE INFORMATION AGE**  
*Graduate*  
This course offers historic context in critically examining issues now facing journalism. Students will analyze the impact that convergence and digital technologies are having on ethical decisions that must be made by socially responsible journalists during every news shift. Topics include: who is a "reporter" in the digital age and what are the rights and privileges of the online reporter in a converged environment that influence confidentiality, defamation, privacy, gate-keeping, sensationalism, the public's right to know, globalization, corporatization, and public opinion.

Status as a Graduate Journalism student is a prerequisite for this class.

**JOUR 503**  
**REPORTING FOR CONVERGED NEWSROOMS**  
*Graduate*  
This course is designed to equip journalists with the techniques needed in assembling and producing stories that can be published and distributed across integrated media platforms. Students will learn to write and edit reports for online media in ways that add value to stories and encourage readers to drill down into these news narratives for information worth knowing. Students will develop an understanding of how newsgathering practices are evolving through digital media and the role of teamwork in disseminating these stories to an informed citizenry.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 504
BACKPACK REPORTING
Graduate
This course gives students the practical experience they need in news gathering and distribution within the converged landscape of electronic newsgathering. This will involve the preparation needed in covering stories, writing reports, shooting pictures and videos, and downloading these files along with links to relevant sites online. This course will prepare students to act independently and with others throughout the digital news gathering cycle, including the production of content in multiple information formats.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 505
ADVANCED TELEVISION REPORTING
Graduate
This course will teach students how to be responsible broadcast news reporters, anchors, producers, and editors, who bring added value to stories in today’s converged newsroom environment. Students will learn all aspects of the news gathering and distribution process from story conception to the research, interviewing, reporting, writing, shooting, editing, and producing that goes into a successful, must-see story.

JOUR 503 is a prerequisite for this class.

JOUR 506
NEWSCAST PRACTICUM
Graduate
This course teaches students how to construct a newscast, while fulfilling the social responsibility of the press. Students will learn how to utilize digital technologies to craft stories that empower citizens to participate more fully in public life. Students will rotate through different positions weekly—reporter, anchor, editor, technical director, director, floor director, and producer—in producing a weekly public affairs program.

JOUR 503 is a prerequisite for this class.

JOUR 507
VISUAL COMMUNICATION
Graduate
This course gives students a theoretical and practical grounding in the digital world of photo-journalism. Students will be introduced to the wide array of tools available to reporters in illustrating content from their stories on the web. This includes the hardware and software packages now available in digital story-telling and how citizens use the information in interpreting the news of the day.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 508
NICHE JOURNALISM
Graduate
The course examines the explosion in magazine and trade publication journalism that is able to target specific audiences with content designed exclusively for them. Students will use the tools now available in reaching reader communities that share common interests and information. This is revolutionizing the ways in which stories are told, while creating communication communities that share common interests and speak a common language.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 509
JOURNALISM LAW AND ETHICS
Graduate
This course examines the philosophical roots of the First Amendment and how free speech jurisprudence impacts the journalism profession. Students will learn how legal and moral issues arise when newsgathering and free speech conflict with other constitutional and common law rights, and how developments in technology and economics are creating new challenges for journalists and the courts.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 510
SPORTS REPORTING
Graduate
This course gives students an historic understanding of the role of the sports writer and sports section and the impact the online universe is having on sports writing and reporting. Students will the values of modern sports editors and the techniques used by modern sports writers. Students will learn the perspective and context that makes good sports writing truly exceptional.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 511
ARTS & ENTERTAINMENT REPORTING
Graduate
Arts and Entertainment reporting is among the most widely read, but often is the most poorly executed aspect of a publication or broadcast. Students taking this course will develop a critical appreciation for the role of arts and entertainment reporting in the history of the press and its current role in creating a culture that appreciates and understands the arts and their profound contribution to human understanding.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 512
BUSINESS WRITING AND REPORTING
Graduate
This course will help students better understand the critical role that business and finance reporting plays in the United States and the world economy. Students will develop the techniques that are necessary in responsibly researching, reporting, writing, and editing business and financial news. Segments of the course will be devoted to the history of the discipline, the ethical responsibilities of the business press, and the unique opportunities now available to the digital reporter of business and financial news.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 513
CHICAGO AND URBAN AFFAIRS REPORTING
Graduate
This course analyzes what is distinctive about Chicago reporting. Students will be introduced to the rich tradition and history of reporting in this city, and the central role this work has played in the development of urban reporting nationwide. To do this, students will take a close look at the institutions, people, neighborhoods, decision-makers and events that impact Chicago residents in their everyday lives. The emphasis will be on localizing our approach to stories through a beat system that will allow students to regularly report on important areas of municipal life.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 514
OPINION AND COLUMN WRITING
Graduate
Students will learn what makes for extraordinary opinion and column writing with an emphasis on strong reporting that enables writers to assemble arguments based on the firm foundation of fact. Also examined will be the new ways in which digital delivery systems both empower and threaten the free flow of ideas within and across interest communities.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 515
SPECIAL TOPICS IN JOURNALISM
Graduate
Topics have included Advanced Reporting; The Chicago Olympics; The Press and The Presidency; Reporting Campaign 2008; and From Franklin to the Internet: A History of American Journalism.

Status as a Graduate Journalism student is a prerequisite for this class.
**JOUR 517**  
**EXPERIENTIAL LEARNING IN JOURNALISM**  
**Graduate**  
Students learn advanced reporting techniques while developing projects under the direction of a faculty supervisor. This course is designed to take learning out of the classroom and enables students to develop portfolio pieces while gaining critical real world experiences in reporting. Instructor Permission Required

Status as a Graduate Journalism student is a prerequisite for this class.

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**JOUR 518**  
**WRITING AND REPORTING**  
**Graduate**  
This course teaches foundational journalistic skills in writing and reporting for those students coming into the program without significant previous course work or professional experience in journalism. Instructor consent required.

Status as a Graduate Journalism student is a prerequisite for this class.

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**JOUR 519**  
**INTERNATIONAL REPORTING**  
**Graduate**  
Digital technologies have created a more interdependent world while radically transforming how that world is reported. This course analyzes the current state of foreign affairs reporting and teaches students how to think critically about foreign news reporting, while giving them the skills needed to execute stories in this challenging environment.

Status as a Graduate Journalism student is a prerequisite for this class.

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**JOUR 520**  
**DIGITAL EDITING**  
**Graduate**  
This class will examine how journalists can effectively find personal accounts of news events online and evaluate their credibility. It will look at a variety of related issues on the web, including ethical reporting, gathering story ideas, reliable sourcing, and social media experimentation. Students will experience working at a live aggregate news site to practice what they've learned in socially responsible digital editing.

Status as a Graduate Journalism student is a prerequisite for this class.

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**JOUR 521**  
**SPORTS PRODUCING**  
**Graduate**  
This course will focus on producing sports content for broadcast with an emphasis in television production. Students will learn to write and produce compelling stories through the lens of sports, including coverage of DePaul athletics. The best of this work will be featured on DePaul's broadcast and online outlets as well as university's athletics website. Instructor permission required for this course. Students must have a working knowledge of television production equipment.

Status as a Graduate Journalism student is a prerequisite for this class.

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**JOUR 522**  
**MULTI-PLATFORM NEWS EDITING**  
**Graduate**  
This course introduces students to editing and publishing procedures, including proofreading, copy editing and headline writing for various publications, including newspapers and online media. Skills are emphasized in AP style, grammar, usage, punctuation, story organization, brevity, basic layout, photo editing, cutline writing, news judgment, ethics and print/online headline writing. In addition to editing basics, students learn industry-standard InDesign software to lay out print news pages.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 523
ONLINE SPORTS REPORTING
Graduate
Students will report, write, edit and produce online stories about sports issues, features and other topics. Skills are emphasized in game coverage, sports blogging, building a sports community on Twitter, shooting and editing video, recording and editing audio, and building basic web pages in HTML. The course also will explore ethical and legal issues pertaining to video and audio usage rights, athlete branding and other topics in the multimedia sports journalism culture.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 524
WRITING FOR THE DEPAULIA
Graduate
This course is designed for the serious Journalism student who wants on-deadline experience writing for The DePaulia newspaper and website. Students will cover stories from each section of the paper (news, features, entertainment, opinion and sports) throughout the quarter. Some assignments will come from DePaulia editors, but students are expected to come up with their own ideas. Stories can be as varied as campus news or news in the Lincoln Park and South Loop communities. Supplementing stories with photos and video is expected.

JOUR 525
URBAN AFFAIRS REPORTING
Graduate
There are stories hidden in plain sight throughout the city, and this course will cover how to find and cover those stories from the ground up. Urban Affairs Reporting will focus on the stories that happen beyond City Hall, in neighborhoods and communities, among individuals and groups - stories that influence and are influenced by government, business, and other powerful institutions. The course will help students improve their ability to develop sources, find story ideas, and thereby cover critical urban issues with greater depth, originality, and excitement. Students will learn how to report these often fascinating stories across a variety of print and online platforms.

JOUR 526
POLITICAL COMMUNICATION
Graduate
This course examines how political communication and related media affect public opinion, civic life, elections, and public policy, and the impact of these communication dynamics on civic institutions and democratic decision-making. Students will study how journalists, elected officials, citizens, and political strategists construct, use, and understand political messages, including how news, advertising, and entertainment media contribute to the shaping of political perceptions, emotions, and behaviors in a variety of circumstances domestically and internationally.

JOUR 527
LIFESTYLE REPORTING
Graduate
This course will give students the tools to write Lifestyle stories and to think creatively. Assignments will include human-interest stories, health, fitness, design, fashion, food, leisure and social issues. The class will concentrate on the tools reporters need to create this kind of work, from good quotes to relevant sourcing.

JOUR 528
REPORTING FOR GOOD DAY DEPAUL
Graduate
This course will give students extensive experience doing on-air reporting for the DePaul student television news program, Good Day DePaul. Reporters will cover breaking news stories, features, and serious enterprise stories. Students must have experience shooting in the field and editing in Final Cut Pro, either through previous television news courses at DePaul, or from other work.

JOUR 505 or instructor consent is a prerequisite for this class.
JOUR 529
ONLINE NEWS BUREAU
Graduate
This course offers first-hand experience on a digital newsroom. Students should already have a grasp of basic online journalism skills through earlier classes or practical experience. The emphasis of the course is on producing high-quality stories both in terms of content and in terms of presentation. Throughout the quarter, students will work as multimedia producers, editors and reporters to create content for thewiredloop.info, a platform for news experimentation.

JOUR 503 or instructor consent is a prerequisite for this course.

JOUR 533
REPORTING THE LAW
Graduate
This course helps students understand the complex issues raised by news coverage of the American legal system with a focus on reporting intelligently and responsibly about the events and issues that arise on the crime and courthouse beats. Students will learn how to interpret court documents, how to identify and cultivate sources on these beats, and ways to find and report the news from events in the legal process. By focusing learning on this specific government branch and sharpening skills on acquiring and deciphering public records, the course will better equip students to fulfill the watchdog role of the press.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 590
JOURNALISM WORKSHOP
Graduate
This course allows students to sample a range of hands on, practical offerings in journalism that can enhance their knowledge and expertise. Workshop topics can include video camera basics, non-linear editing with Final Cut Pro and news page layout and design. PLEASE NOTE THAT THIS IS A 2-CREDIT COURSE. Students can take this course a maximum of two times for a total of 4 credits.

JOUR 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Journalism student is a prerequisite for this class.

JOUR 532
THE PRESS AND THE PRESIDENCY
Graduate
This course analyzes the historic competition between candidates, the media, and presidential campaigns. It examines how public understanding of political issues, public policy, and the candidates is created. We'll drill down into conditions that lead to a cooperative or adversarial press in campaign reporting and how the public perceives the political process and the role of the press in forming public opinion in presidential campaigns and during presidencies.

Status as a Graduate Journalism student is a prerequisite for this class.
JOUR 534  
TOPICS IN PHOTOJOURNALISM  
Graduate  
This course is a practicum designed to prepare visual journalists for the skills they'll need in a rapidly changing profession. Students will learn about the strategic use of photographs in digital storytelling, including the role of photographs in multimedia production. Students will also understand the ethical obligations faced by today's photojournalist.

Status as a Graduate Journalism student is a prerequisite for this class.

JPN 101  
BASIC JAPANESE I  
Undergraduate  
Listening to, speaking, reading and writing Japanese in a cultural context for the beginning student.

JPN 102  
BASIC JAPANESE II  
Undergraduate  
Continued emphasis on the four skills in culturally-authentic situations. JPN 101 or equivalent, including placement test or permission of instructor, is recommended.

JPN 103  
BASIC JAPANESE III  
Undergraduate  
Further work on the basic elements of the Japanese language, spoken as well as written, with due regard to the cultural context of Japanese expression. JPN 102 or equivalent, including placement test or permission of instructor, is recommended.

JPN 104  
INTERMEDIATE JAPANESE I  
Undergraduate  
Intensive practice in the use of Japanese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

JPN 103 is a prerequisite for this class.

JPN 105  
INTERMEDIATE JAPANESE II  
Undergraduate  
Continuing practice in spoken and written Japanese and further development of reading and listening abilities in an authentic cultural context.

JPN 104 is a prerequisite for this class.

JPN 106  
INTERMEDIATE JAPANESE III  
Undergraduate  
Developing more fluency in speaking, understanding, reading, and writing Japanese with a concomitant heightened awareness of the cultural dimensions of the Japanese language.

JPN 105 is a prerequisite for this class.

JPN 110  
INTENSIVE BASIC JAPANESE I  
Undergraduate  
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student. For participants in the DAAAO Program.
JPN 111
INTENSIVE BASIC JAPANESE II
Undergraduate
An intensive introduction to reading, writing, and speaking Japanese in a cultural context for the beginning student; continues JPN 110. For participants in the DAAAO Program.

JPN 197
SPECIAL TOPICS IN JAPANESE
Undergraduate
See schedule for current offerings.

JPN 198
STUDY ABROAD
Undergraduate
Variable credit.

JPN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 201
ADVANCED JAPANESE I
Undergraduate
The first course of third-year level to develop advanced skills in speaking, writing, listening and reading.
JPN 106 is a prerequisite for this class.

JPN 202
ADVANCED JAPANESE II
Undergraduate
The second course of third-year level to develop advanced skills in speaking, writing, listening and reading.
JPN 201 is a prerequisite for this class.

JPN 203
ADVANCED JAPANESE III
Undergraduate
The third course of third-year level to develop advanced skills in speaking, writing, listening and reading.
JPN 202 is a prerequisite for this class.

JPN 297
SPECIAL TOPICS IN JAPANESE
Undergraduate
See schedule for current offerings.

JPN 298
STUDY ABROAD
Undergraduate
Variable credit.
JPN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 301
ADVANCED JAPANESE IV
Undergraduate
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. JPN 203 or equivalent recommended.

JPN 302
ADVANCED JAPANESE V
Undergraduate
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. JPN 301 or equivalent recommended.

JPN 303
ADVANCED JAPANESE VI
Undergraduate
Development of fourth year level advanced skills in speaking and listening. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. JPN 302 or equivalent recommended.

JPN 304
CONTEMPORARY JAPANESE LITERATURE
Undergraduate
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present.

JPN 304 is a prerequisite for this class.

JPN 310
JAPANESE CULTURE
Undergraduate
Discussion of selected cultural topics from different periods with appropriate collateral readings. Formerly Japanese 302.

JPN 310 is a prerequisite for this class.

JPN 311
ADVANCED DISCUSSION AND READING I
Undergraduate
Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Formerly Japanese 300.

JPN 311 is a prerequisite for this class.

JPN 312
ADVANCED DISCUSSION AND READING II
Undergraduate
Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues. Formerly Japanese 301.

JPN 311 is a prerequisite for this class.
**JPN 313**  
**ADVANCED DISCUSSION AND READING III**  
**Undergraduate**  
Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities.

JPN 312 is a prerequisite for this class.

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**JPN 320**  
**ADVANCED COMMERCIAL JAPANESE**  
**Undergraduate**  
Advanced preparation for the use of Japanese in the business world.

JPN 106 is a prerequisite for this class.

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**JPN 330**  
**INTRODUCTION TO JAPANESE LINGUISTICS**  
**Undergraduate**  
Study of a wide range of topics including Japanese language analysis, dialectal variations, and the history of the Japanese language. Data collection on oral and written texts with related class discussions.

JPN 106 is a prerequisite for this class.

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**JPN 342**  
**ADVANCED HIGH JAPANESE I**  
**Undergraduate**  
The first course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed fourth year of Japanese courses (JPN 301 - 303), or have equivalent proficiency in Japanese.

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**JPN 343**  
**ADVANCED HIGH JAPANESE II**  
**Undergraduate**  
The second course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed fourth year of Japanese courses (JPN 301 - 303) or have equivalent proficiency in Japanese.

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**JPN 344**  
**ADVANCED HIGH JAPANESE III**  
**Undergraduate**  
The third course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Recommended for students who have completed fourth year of Japanese courses (JPN 301 - 303), or have equivalent proficiency in Japanese.

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**JPN 397**  
**SPECIAL TOPICS IN JAPANESE**  
**Undergraduate**  
See schedule for current offerings.

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**JPN 398**  
**STUDY ABROAD**  
**Undergraduate**  
Variable credit.
JPN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

JPN 401
ADVANCED JAPANESE IV
Graduate
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. Cross-listed with JPN 301.

JPN 402
ADVANCED JAPANESE V
Graduate
Development of fourth year level advanced skills in reading. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. Cross-listed with JPN 302.

JPN 403
ADVANCED JAPANESE VI
Graduate
Development of fourth year level advanced skills in speaking and listening. Students are also expected to develop deeper knowledge of the people, culture and society of Japan (e.g., Japanese education, women's issues, ecology, etc.) through language learning, and to build proficiency to express one's own ideas and opinions effectively. Cross-listed with JPN 303.

JPN 404
CONTEMPORARY JAPANESE LITERATURE
Graduate
Readings from Tanizaki, Kawabata, Mishima, or other contemporary authors from Showa era to present. Cross-listed with JPN 304.

JPN 410
JAPANESE CULTURE
Graduate
Discussion of selected cultural topics from different periods with appropriate collateral readings. Cross-listed with JPN 310.

JPN 411
ADVANCED DISCUSSION AND READING I
Graduate
Expanding the knowledge of vocabulary and kanji characters through discussions of current issues in the news and in newspapers and academic writing exercises. Cross-listed with JPN 311.

JPN 412
ADVANCED DISCUSSION AND READING II
Graduate
Developing the formal and academic oral fluency and writing skills through authentic aural and written materials through debates and discussions of current cultural and political issues. Cross-listed with JPN 312.

JPN 413
ADVANCED DISCUSSION AND READING III
Graduate
Focus on the formal expressions and interactions in business and academic settings and extensive reading of authentic materials on modern Japan with an emphasis on essay-writing activities. Cross-listed with JPN 313.
JPN 420
ADVANCED COMMERCIAL JAPANESE
Graduate

JPN 430
INTRODUCTION TO JAPANESE LINGUISTICS
Graduate

JPN 442
ADVANCED HIGH JAPANESE I
Graduate
The first course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Cross-listed with JPN 342.

JPN 443
ADVANCED HIGH JAPANESE II
Graduate
The second course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Cross-listed with JPN 343.

JPN 444
ADVANCED HIGH JAPANESE III
Graduate
The third course in a sequence of three courses designed for advanced high Japanese learners to practice reading and discussion of authentic cultural, historical, or literary materials. Topics vary with offering: see current schedule for details. Cross-listed with JPN 344.

JPN 497
SPECIAL TOPICS IN JAPANESE
Graduate
See schedule for current offerings.

JPN 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

JPN 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair or instructor required.

JZZ 1
JAZZ ENSEMBLE
Undergraduate
(0 credit) Current performance styles for large ensemble; new arrangements and compositions emphasized; performances both on and off campus. Placement audition required. All MEN courses are repeatable courses.

JZZ 2
JAZZ CHAMBER ENSEMBLE
Undergraduate
(0 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses.
JZZ 200
JAZZ ENSEMBLE
Undergraduate
(1 credit) Current performance styles for large ensemble; new arrangements and compositions emphasized; performances both on and off campus. All of the MEN courses are repeatable courses.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 201
JAZZ CHAMBER ENSEMBLE
Undergraduate
(1 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 300
ESSENTIALS OF JAZZ I
Undergraduate
(2 credits) Basic and advanced chord constructions in written and keyboard applications.
Status as a Music student is a prerequisite for this class.

JZZ 301
ESSENTIALS OF JAZZ II
Undergraduate
(2 credits) Harmonizing melodies by the use of advanced harmonies and techniques of modern chord substitutions. Developing the ability to "play by ear."
JZZ 300 is a prerequisite for this class.

JZZ 302
ESSENTIALS OF JAZZ III
Undergraduate
(2 credits) Improvisation with particular emphasis on the blues arranging and accompanying techniques; a survey of recent trends in popular music.
JZZ 301 is a prerequisite for this class.

JZZ 303
JAZZ HISTORY AND STYLE
Undergraduate
(2 credits) An intensive study of the periods of jazz, major performers and composers, trends, influences, stylistic features and related materials.
A petition to major is a prerequisite for this class.

JZZ 304
JAZZ ARRANGING I
Undergraduate
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses.
JZZ 302 is a prerequisite for this class.
JZZ 305
JAZZ ARRANGING II
Undergraduate
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses.

JZZ 304 is a prerequisite for this class.

JZZ 306
JAZZ ARRANGING III
Undergraduate
(3 credits) Investigation of jazz harmony, and concepts of weight and density in scoring for jazz ensemble, studio orchestra, and jingle writing. A year-long sequence of courses.

JZZ 305 is a prerequisite for this class.

JZZ 308
JAZZ IMPROVISATION I
Undergraduate
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 302 is a prerequisite for this class.

JZZ 309
JAZZ IMPROVISATION II
Undergraduate
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 308 is a prerequisite for this class.

JZZ 310
JAZZ IMPROVISATION III
Undergraduate
(2 credits) Techniques of jazz improvisation with an emphasis on basic chord construction and melodic line development.

JZZ 309 is a prerequisite for this class.

JZZ 314
JAZZ PEDAGOGY
Undergraduate
(2 credits) A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. Can serve as an elective for music education majors.

A petition to major is a prerequisite for this class.

JZZ 315
JAZZ SENIOR RECITAL
Undergraduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed in the Senior year. This recital is required as partial fulfillment of the degree of Bachelor of Music in Jazz Studies. COREQUISITE: Students must be registered for 2 or 4 credits of applied lessons during the quarter the recital is presented.

A petition to major is a prerequisite for this class.
JZZ 316
APPLIED JAZZ COMPOSITION
Undergraduate
Private instruction exploring advanced techniques and methods of jazz composition and arranging.
JZZ 306 is a prerequisite for this class.

JZZ 317
APPLIED JAZZ IMPROVISATION
Undergraduate
(2-4 credits) Applied instruction in jazz style and improvisation. The instructor will tailor the content of study to the student and may include fundamentals specific to the instrument.

JZZ 318
JAZZ GUITAR
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 319
JAZZ PERCUSSION
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 320
JAZZ PIANO
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 321
JAZZ SAXOPHONE
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 322
JAZZ STRING BASS
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.
Status as an Undergraduate Music student is a prerequisite for this class.
JZZ 323
JAZZ TROMBONE
Undergraduate
Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 324
JAZZ TRUMPET
Undergraduate
(2 or 4 credits) Open only to School of Music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All undergraduate music students may enroll in up to 48 quarter hours of applied study during their undergraduate career. No student may exceed the 48 quarter hour limit.

Status as an Undergraduate Music student is a prerequisite for this class.

JZZ 325
JAZZ RHYTHM TECHNIQUES
Undergraduate
This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm, section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm, section analysis.

JZZ 398
INDEPENDENT STUDY
Undergraduate
Status as a Music student is a prerequisite for this class.

JZZ 400
JAZZ ENSEMBLE
Graduate
(1 credit) Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus. Audition required. All MEN courses are repeatable courses.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 401
JAZZ CHAMBER ENSEMBLE
Graduate
(1 credit) Study, rehearsal and performance of literature for jazz chamber groups. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 402
ADVANCED JAZZ COMPOSITION I
Graduate
(4 credits) Composition of works for jazz chamber groups and big bands.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 403
JAZZ ANALYSIS AND APPLICATION
Graduate
(4 credits) Studies of major jazz composers in transcription. Application of styles in compositional projects.

Status as a Graduate Music student is a prerequisite for this class.
JZZ 404
ADVANCED JAZZ COMPOSITION II
Graduate
(4 credits) Advanced topics in jazz composition. Composing for jazz chamber groups and big bands.
JZZ 402 is a prerequisite for this class.

JZZ 405
JAZZ HISTORY
Graduate
This course will be centered around study of the bebop period, which is the foundation of modern jazz. The swing era will be studied, which is the period immediately preceding bebop, to understand the reasons bebop came about. The substyles that developed after the bebop period are called the cool school and the hard bop periods. The reasons theses periods came about will also be discussed. With regard to these periods, significant recordings, musicians, and style development will be discussed.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 406
JAZZ STYLE AND ANALYSIS
Graduate
At the completion of this course, students will demonstrate a theoretical and aural understanding of the process of jazz improvisation, including song forms and structures, chord/scale relationships, chord notation and phrasing; transcribe, analyze, and perform selected solo jazz improvisations by recorded jazz artists; have made two class presentations that will incorporate the student's performance and written analysis of select solo jazz improvisations, and a historical biography of the recorded solo artist. Open to all graduate music students.
Status as a Graduate Music student is a prerequisite for this class.

JZZ 407
JAZZ GRADUATE RECITAL
Graduate
A full 60 minute, public recital performance of solo and/or chamber repertoire to be completed during the graduate residence. This recital is required as partial fulfillment of the degree of Master of Music in Jazz Studies. COREQUISITE: Students must be registered for 2 or 4 credits of applied lessons during the quarter the recital is presented.
APM 407 is a prerequisite for this class.

JZZ 408
JAZZ ENSEMBLE
Graduate
(0 credit) Current performance styles for large ensemble; new arrangements and compositions are emphasized; performances are presented both on and off campus. Audition required.
A Jazz Composition concentration is a prerequisite for this class.

JZZ 409
APPLIED JAZZ COMPOSITION
Graduate
Private instruction exploring advanced techniques and methods of jazz composition and arranging.
JZZ 404 is a prerequisite for this class.

JZZ 410
JAZZ COMPOSITION FINAL PROJECT
Graduate
Completion of a 7-10 minute original composition for standard jazz ensemble instrumentation (5 reeds, 4 trumpets, 4 trombones, and rhythm section). This project is required as partial fulfillment of the degree of Masters of Music in Jazz Studies (Composition emphasis only).
JZZ 404 is a prerequisite for this class.
JZZ 411
JAZZ PEDAGOGY
Graduate
(2 credits) A study of the methods of teaching jazz improvisation arranging, composition, conducting and rhythm section techniques. Can serve as an elective for music education majors.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 412
APPLIED JAZZ IMPROVISATION
Graduate
(2-4 credits) Applied instruction in jazz style and improvisation. The instructor will tailor the content of study to the student and may include fundamentals specific to the instrument.

JZZ 413
JAZZ GUITAR
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 414
JAZZ PERCUSSION
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 415
JAZZ PIANO
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 416
JAZZ SAXOPHONE
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 417
JAZZ STRING BASS
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.
JZZ 418
JAZZ TROMBONE
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 419
JAZZ TRUMPET
Graduate
(2 or 4 credits) Open only to music students. Students may not enroll in applied lessons in excess of 4 quarter hours per quarter. All graduate music students may enroll in up to 24 quarter hours of applied study during their graduate career. No student may exceed the 24 quarter hour limit.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 425
JAZZ RHYTHM SECTION TECHNIQUES
Graduate
This course will provide students with information and performance techniques associated with instruments typically orchestrated to form a jazz rhythm, section in jazz chamber or large ensemble settings. Specific topics will include individual instrument roles, performance styles and tempos, and classic rhythm, section analysis.

JZZ 450
JAZZ CHAMBER ENSEMBLE
Graduate
(0 credit) Study, rehearsal, and performance of literature for jazz chamber groups. All of the MEN courses are repeatable courses.

A Jazz Composition concentration is a prerequisite for this class.

JZZ 460
TOPICS IN JAZZ STUDIES
Graduate
(1-4 credits) In depth investigation of a topic in jazz studies.

Status as a Graduate Music student is a prerequisite for this class.

JZZ 498
INDEPENDENT STUDY
Graduate
Independent Study

Status as a Graduate Music student is a prerequisite for this class.

LAT 101
BASIC LATIN I
Undergraduate
Basic Latin I is the first Latin translation course. This course introduces students to the basics of the language of the Romans, which includes the Latin alphabet, pronunciation, the beginnings of Latin grammar and Latin composition.

LAT 102
BASIC LATIN II
Undergraduate
Basic Latin II is the second Latin translation course. Students continue LAT 101 by completing their introduction to Latin grammar. Emphasis is on morphology, complex syntax, English to Latin composition, Latin dictation, reading and translation of longer sections of Latin prose.
LAT 103
BASIC LATIN III
Undergraduate
Basic Latin III is the third Latin translation course. Students continue LAT 102 and refine their knowledge of Latin empirically by reading extended passages from selected classical Latin authors. Emphasis is on morphology, review of syntax and prosody.

LAT 113
LATIN FOR READING IV: INTRODUCTION TO LATIN POETRY
Undergraduate
Latin for Reading IV (Introduction to Latin Poetry) is the fourth Latin translation course. Students concentrate on translation of classical Latin poetic authors, together with a grammatical review, attention is given to prosody and metrics.

LAT 114
LATIN FOR READING V: INTRODUCTION TO LATIN PROSE
Undergraduate
Latin for Reading V (Introduction to Latin Prose) is the fifth Latin translation course. Students concentrate on translating classical Latin prose authors, together with a grammatical review, attention to prosody and rhetorical figures.

LAT 115
LATIN FOR READING VI: LATIN PROSE COMPOSITION
Undergraduate
Latin for Reading VI (Introduction to Latin Composition) is the sixth Latin translation course. Latin to English translation of selected Latin prose authors is balanced with English to Latin translation. Attention to style, idiom and rhetorical figures as a means toward further mastery of Latin reading skills.

LAT 197
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for current offerings.

LAT 198
STUDY ABROAD
Undergraduate
Variable credit.

LAT 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

LAT 297
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for current offerings.

LAT 298
STUDY ABROAD
Undergraduate
Variable credit.

LAT 299
INDEPENDENT STUDY
Undergraduate
Variable credit.
LAT 397
SPECIAL TOPICS IN LATIN
Undergraduate
See schedule for current offerings.

LAT 398
STUDY ABROAD
Undergraduate
Variable credit. PREREQUISITE(S): Permission required.

LAT 399
INDEPENDENT STUDY
Undergraduate
Variable credit. PREREQUISITE(S): Permission of chair and instructor required.

LAT 497
SPECIAL TOPICS IN LATIN
Graduate
See schedule for current offerings. Graduate standing required.

LAT 498
STUDY ABROAD
Graduate
Variable credit.

LAT 499
INDEPENDENT STUDY
Graduate
Variable credit.

LAW 102
BUSINESS ORGANIZATIONS
Professional
(3 hrs) Provides a basic introduction to the modern American business corporation. Major subject areas covered include the steps required for organizing a corporation, the nature of the corporate entity concept, control and management of the corporation, fiduciary duties of directors and controlling shareholders and an introduction to federal securities law and partnership and agency law.

LAW 105
CONTRACTS
Professional
(4 hrs.) Required for JD. Covers offer and acceptance, consideration, remedies, third party beneficiaries, conditions, anticipatory breach, impossibility and frustration, the Statute of Frauds, discharge and illegality. Common law principles and applicable portions of the Uniform Commercial Code are studied.

LAW 112
LEGAL ANALYSIS RESEARCH AND COMMUNICATION I
Professional
(2 hrs) Required for JD. Designed to develop the first-year student’s professional writing skills by involving students in a structured analysis of good and bad legal writing, as well as applying the principles and methods of legal analysis to specific writing tasks. Lectures on research tools, including an explanation of the major legal publications and their uses are also provided. Emphasis is given to research techniques and legal citation form.
LAW 114
LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS TEACHING ASSISTANTS
Professional
(1 or 2 cr. hrs.) LARC TAs will work with LARC instructors to ensure a productive learning environment for students. TAs will work with one instructor for the two-semester LARC course. TAs attend LARC class, hold office hours and conferences with students, conduct research, mark ungraded assignments and perform other related tasks. TAs meet as a group, from time to time, with the LARC Director to ensure consistent delivery of information and advice to students. Permission required.

LAW 115
LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS III
Professional
(3 hrs) Builds upon the analysis, research and communication skills established in the first-year required classes. Focuses on appellate brief writing and oral advocacy skills.

LAW 119 and LAW 119 is a prerequisite for this class.

LAW 119
LEGAL ANALYSIS RESEARCH AND COMMUNICATIONS II
Professional
(3 hrs) Required for J.D. Lecture on legal research skills, primary legal publications, research techniques, and legal citation form.

LAW 112 is a prerequisite for this class.

LAW 120
CIVIL PROCEDURE
Professional
(4 hrs) Required for J.D. A basic survey of the fundamental principles which control the allocation and use of judicial power in the American legal system. The principle areas of inquiry include subject matter jurisdiction, personal jurisdiction, phases of a law suit, problems of diversity jurisdiction and former adjudication.

LAW 140
CONSTITUTIONAL PROCESS
Professional
(4 cr.) Required for J.D students. This course analyzes the judicial process in constitutional law cases, focusing primarily upon the decisions of the United States Supreme Court. Emphasis is given to the nature of judicial review, the distribution of governmental power in our federal system, and the Fourteenth Amendment. Topics include the separation of powers, the federal and state commerce authority, implied fundamental rights, and equal protection of law.

LAW 160
PROPERTY
Professional
(4 hrs) Required for J.D. Basic concepts of the law of property are covered through a survey of the holding of wealth and transactions in the family and commercial context, with the attendant public policy limitations on owner control. Specific topics include: concepts of ownership and possession; the divisibility of title; present and future interests; bailments; the landlord-tenant relation; interests in the land of another; recording; gifts; contracts of sale; land financing; public and private control of land use.

LAW 170
TORT LAW
Professional
(4 hrs) Required for J.D. Provides an introduction to the basic theories underlying the American common law system of compensation for injuries to person and property. The major topics covered are intentional torts, negligence, strict liability and damages.

LAW 201
ILLINOIS CIVIL PROCEDURE
Professional
(3 hrs) An analysis of the Illinois Civil Practice Act and the rules of the Illinois Supreme Court which apply to litigation, emphasizing the Circuit Court of Cook County.
LAW 202
EMPLOYMENT DISCRIMINATION
Professional
(3 credit hours)  This course covers the most important Federal laws dealing with discrimination in employment and emphasizes Title VII of the Civil Rights Act of 1964. The course is designed to develop an understanding and recognition of racism and sexism in the context of employment.

LAW 140 is a prerequisite for this class.

LAW 204
LAW REVIEW
Professional
Members of the editorial board must enroll for credit. Students perform editorial tasks assigned by the editor-in-chief. Evaluation is pass/fail. 3 credit hours per semester for a maximum of 2 semesters. Instructor's permission required.

Status as a JD student is a prerequisite for this class.

LAW 206
SEXUAL ORIENTATION AND THE LAW
Professional
3 credit hours. An examination of the legal issues raised by sexual orientation. Beginning with prosecution of sodomy and legal discrimination, including exclusion from military service, and anti-civil rights initiatives. The struggle for gay lesbian rights will be examined in the context of employment, schools, and domestic relations.

LAW 208
HUMAN RIGHTS PRACTICUM: CHIAPAS
Professional
(2 hr)  A 3 week program for functional Spanish speaking students in Mexico where students develop their "legal" Spanish and learn about the inter-American and Mexican legal systems.

LAW 210
FEDERAL INCOME TAXATION
Professional
(3 hrs)  Required for Certificate in Taxation unless student takes LAW 212. Provides a study of tax law as it relates to the individual. Emphasis is placed on statutory materials, regulations, rulings and judicial decisions. Special consideration is given to the concept of gross income, adjusted gross income, deductions and gains.

LAW 212
FEDERAL INCOME TAXATION AND FEDERAL POLICY
Professional
(4 hrs)  Required for Certificate in Taxation unless student takes LAW 210. Examines economic and government policy context out of which tax laws arise and ethical issues in tax practice as well as substantive tax law. Designed for those who have never studied taxation. Examines how Congress uses its revenue power to shape the economy as a whole and to implement its philosophy of taxation.

LAW 213
DOMESTIC VIOLENCE
Professional
(3 hrs)  This course will examine the criminal system response to domestic violence, focusing on the transformation of laws and institutions to address a problem historically conceptualized as "private." Topics will include: barriers to victim cooperation and law enforcement; law and policies governing mandatory arrest and prosecution; marital rape; battering during pregnancy; battered women who kill; expert testimony on battered woman syndrome; child protection concerns; evidentiary issues arising in domestic violence trials; anti-stalking legislation; civil/criminal protective order practice; and recent US Supreme Court decisions impacting domestic violence.

LAW 217
JOURNAL FOR SOCIAL JUSTICE
Professional
The Journal for Social Justice will address areas of public interest. Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks. Evaluation of student work is pass/fail. 2 credit hours
LAW 218
TAXATION OF STRUCTURED REAL ESTATE TRANSACTIONS
Professional
This course will provide an introductory overview of the primary tax considerations involved in structured real estate transactions, including: an analysis of the effect of income taxes on real estate transactions; a comparison of the various structures used for the ownership and development of real estate; a review of section 1031 like-kind exchange driven real estate syndications; alternative financing techniques such as sale-leaseback transactions; REIT; and inbound and outbound real estate investments.

LAW 220
ADVANCED CIVIL PROCEDURE
Professional
This course will explore topics beyond the introductory civil procedure course including class actions, mass torts, multi-party litigation and other problems associated with complex litigation. 3 credit hours

LAW 225
ADVANCED ISSUES IN REAL ESTATE TRANSACTIONS
Professional
(3 credit hours) This course will cover advanced residential and commercial real estate theory and practice. Special emphasis will be placed on legal and business issues affecting building design and construction; condominium development and conversion; property management; distressed sales, loans, and workouts; negotiation of sales and leases in a difficult market; green leases and construction; and advanced tax saving devices, such as preservation through conservation easements and section 1031 Exchanges of real estate property.

LAW 230
UNITED STATES FOREIGN RELATIONS LAW
Professional
(3 cr. hr.) This course will provide an overview of the extensive body of law that regulates the authority of the federal government in the areas of foreign affairs and the making of foreign policy. This body of law includes the US Constitution, congressional statutes, key executive orders, federal court decisions, and applicable rules deriving from treaties and customary international law. The course examines in detail the interaction of the Constitution with the foreign policy powers of the Congress and the President, and the ways in which doctrines of the separation of powers have shaped the allotment of legal authority in US foreign relations among the three branches of government.

LAW 232
CATHOLIC SOCIAL JUSTICE & THE LAW
Professional
(2 cr. hrs) This course introduces students to the foundation and structure of Catholic Social Teachings and asks: how (if at all) is this relevant to American legal theory, practice and public discourse? Topics considered will include, among others: economic justice, natural law, religious freedom, death penalty, war, abortion and gay marriage. At the conclusion, students will have a greater knowledge and understanding of the Catholic social ethical system and increased abilities to communicate, apply and critique other theories and institutions of social justice.

LAW 236
JOURNAL OF SPORTS LAW AND CONTEMPORARY PROBLEMS
Professional
The Journal of Sports Law and Contemporary Problems will address issues regarding athletes, student-athletes and the overall climate in professional and amateur sports. The Journal will endeavor into matters of sports and culture, sports and society, sports and academics and sports and the law.

LAW 245
REPRESENTING THE PROFESSIONAL ATHLETE
Professional
(3 credit) This class examines issues specific to the sports-client management industry, covering a variety of practical issues pertinent to sports-client management and the sports industry. Current events having to do with sports law will be worked into the course.
LAW 247
PUBLIC INTERNATIONAL AVIATION LAW & POLICY
Professional
(3 credits) This course will explore the laws, regulations, and policy choices affecting the complex world of global air transport. The course will consider topics relating to aviation safety and security, capital investment, labor relations, airport ownership and operations, economic regulation. Assessment will be by a take home final examination.

LAW 248
PRIVATE INTERNATIONAL AVIATION LAW
Professional
(3 credit hours) This course will examine the international legal regime that governs air carrier liability and the unification of private international aviation law through the adoption of international conventions. The course will review liabilities of air carriers toward passengers and shippers under the Warsaw Convention and the Montreal Convention, and will examine the basic framework the Rome Convention on third-party surface liability, and two treaties promulgated to replace the Rome Convention: the Unlawful Interference Convention and the Ground Damage Convention. Manufacturers’ liability will also be reviewed, as will the international regime for aircraft financing established by the Cape Town Convention/Aircraft Protocol.

LAW 250
SENIOR RESEARCH SEMINAR
Professional
(3 hrs) Required for JD. The student must write an in-depth paper of Law Review quality on a topic of the professor’s choosing.

LAW 251
DEATH PENALTY DEFENSE PRACTICUM
Professional
(3 credit hours) The Death Penalty Defense Practicum is essentially will be a hybrid course. Students can register for it as a clinic or as their senior writing requirement. Students will work with Professor Lyon to provide resources to capitaly charged individuals and their counsel without actually taking on the direct representation of those individuals in other states such as Georgia, Texas, Alabama and Arizona. This four credit course will teach basic death penalty law and we accept requests from capital defenders to do research and writing that they need help with. This might take the form of an amicus brief, a motion and memorandum of law, a thorough examination of the literature in a forensic area and the like. Some direct representation may be done by the clinic, and so the opportunity to do investigation, and appear in court will also be available.

LAW 252
BAR PASSAGE STRATEGIES
Professional
2 credit hours. This course will address techniques for answering questions on bar examinations, which differ significantly from law school finals. Students will practice writing answers for each bar exam component (essay, multiple choice and performance) and receive feedback in writing and in individual conferences.

LAW 260
INTERNATIONAL LAW THESIS
Professional
(6 credits) The Thesis is an independent research project on a topic of international law and/or policy under the supervision of a full-time faculty member. The student must produce an in-depth paper of publishable quality, 55-90 pages in length.

LAW 271
TRADEMARK & UNFAIR COMPETITION LAW
Professional
(2 credits) This course will be a substantive and procedural discussion of the creation and enforcement of trademark rights and the rights conferred by statutory and common law under the general rubric of unfair competition law. Topics may include trademark law (including dilution), misappropriation of trade values and trade secrets, regulation of false and deceptive advertising, interference with contracts and trade relations and the right of publicity.
LAW 275
NATURAL RESOURCES LAW
Professional
(3 cr. hr.) This course explores the different ownership, allocation, and management regimes for different types of natural resources. The course focuses on the property law principles that underpin each of the different natural resource regimes and how federal, state, and private priorities shape and "distort" the regimes. Numerous natural resources are examined including water, wildlife, forests, fisheries, and mining.

LAW 290
ANATOMY OF A DEAL: FROM INCEPTION TO CLOSING
Professional
(2 credit hours) This course will provide law students with skills they will need as entry-level transactional lawyers. The focus will be on how to perform due diligence and how to draft resolutions, corporate documents, various closing documents and third-party opinion letters. Students will also study sample agreements that appear in many different types of deals, including commitment papers, indemnities, guaranties, escrows, pledge agreements, and security agreements.

LAW 102 and LAW 105 are a prerequisite for this class.

LAW 300
CORPORATE FINANCE
Professional
(3 hrs) Provides a basic analysis of corporate capital structures, dividends and retained earnings, federal policies promoting disclosure and prohibiting fraud and mergers and acquisitions.

LAW 102 is a prerequisite for this class.

LAW 301
SPECIAL TOPICS IN LAW
Professional
(1 hr) This course is a "mini-course" which is taught either one hour a day for two weeks each year or once a week for 5 weeks. The topic changes.

LAW 303
BUSINESS AND COMMERCIAL LAW JOURNAL
Professional
Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief. Evaluation of student work is pass/fail. 3 credit hours

LAW 304
SALES
Professional
(3 hrs) A survey of the law of sales (principally Article Two of the Uniform Commercial Code) and related Uniform Commercial Code provisions. Emphasis is placed on core concepts, including warranty, buyer and seller remedies and risk of loss.

LAW 305
SECURED TRANSACTIONS
Professional
(3 hrs) Covers the law of personal property security (principally Articles Nine and Seven of the Uniform Commercial Code) and consumer financing arrangements. Emphasis is given to transactional planning of consumer, equipment, inventory, accounts and warehouse financing arrangements, and the priorities of conflicting legal interests. Provisions of the Federal Consumer Credit Code, usury laws and the Fair Credit Reporting Act are discussed.

LAW 308
WILLS AND TRUSTS
Professional
(3 hrs) A study of trusts, wills and fiduciary administration, including laws of succession, will revocation, trust powers and problems of testamentary and inter vivos gratuitous transfers.
LAW 310
COMMERCIAL PAPER
Professional
(3 hrs) Focuses on the law of negotiable instruments (principally Articles Three and Four of the Uniform Commercial Code). Emphasis is placed on negotiability, transfer, the legal effect of endorsement, holder in due course doctrine, real and personal defenses, forgery.

LAW 311
WORKOUTS & RESTRUCTURING/FINANCIAL TROUBLED COMPANIES
Professional
(3 credits) This course will examine a pre-bankruptcy corporate restructuring from the viewpoint of each of the principal parties to that workout and will examine the legal and business issues commonly faced by each party. Students will develop an understanding of the legal rights available to each party and the strategies often employed by parties with competing interests when a company is in financial distress.

LAW 312
TRIAL ADVOCACY II
Professional
(3 hrs) Covers advanced exercises in the mechanics of trial and trial preparation. Students develop case plans and proof analyses consistent with the theory of the case. During the trial of several simulated cases including a jury trial, students address such complex trial problems as: evidence retrieval in complex litigation, examination of medical and forensic expert witnesses, argument of motions during trial, impeachment, and instructions conferences. Students conduct detailed witness preparation exercises and voir dire. There is review of litigation technology and use of videotaping of student performances.

LAW 410 and LAW 450 are a prerequisite for this class.

LAW 313
CRIMINAL JUVENILE JUSTICE
Professional
(3 hrs) This course will deal with the legal processes for dealing with juvenile crimes and status offenses.

LAW 315
FEDERAL HABEAS CORPUS PRACTICE AND PROCEDURE
Professional
This class explores the history and application of the writ of habeas corpus. The AGreat Writ@ came to our country by way of English Common Law, and is given explicit recognition in the United States Constitution. It remains a protection for individual rights in criminal cases. Because habeas corpus petitions constitute a significant portion of the caseload of district courts, this course may be of interest to students pursuing federal clerkship opportunities.

LAW 319
LITIGATION STRATEGY: PRE-TRIAL, CRIMINAL
Professional
(3 hrs) Offers comprehensive treatment of the key problems encountered in the pretrial stages of the criminal case, including fact investigation, motions to suppress evidence, plea negotiations, preliminary hearings, arraignment, and pretrial conferences. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating and settlement sessions. Simulated depositions and motions are argued, as well as simulated pretrial conferences, are conducted during class.

LAW 410 and LAW 518 are a prerequisite for this class.

LAW 321
ADOPTION LAW
Professional
This course will explore issues related to adoption law. The course content will include the historical background of the American law of adoption, adoption procedure, parental consent to adoption, voluntary and involuntary termination of parental rights, choosing adoptive families, the Indian Child Welfare Act, race and sexual orientation issues in adoption, international and interstate adoption, and wrongful adoptions.
LAW 323
CHILD PROTECTION: ABUSE & NEGLECT
Professional
(3 credits) This course deals with the legal processes for dealing with child abuse and neglect.

LAW 326
FINANCIAL REGULATION IN THE WAKE OF THE CRISIS
Professional
(3 cr. hr.) This course will examine structural challenges to the stability of the U.S. economy that surfaced in the wake of the financial crisis and potential methods of dealing with these issues through federal regulation. It will introduce students to such economic concepts as accounting, capital markets, risk, derivatives, hedge funds, and securitization and explain the catastrophic consequences of the interaction between these elements during 2007-2009. We will then discuss both existing tools for preventing the recurrence of economic disasters and proposed alternatives. No prior knowledge of economics or finance will be assumed.

LAW 327
PRISON LAW
Professional
(3 credits) This course serves as an introduction to prison law and prisoner rights law. The course explores prison management issues, the Prison Litigation Reform Act and the application of the First and Eighth Amendments to prisons. Students will also visit a prison as part of the course.

LAW 329
LEGAL CLINIC III
Professional
(3 hrs) This course will offer a select number of students a leadership role within Legal Clinic I and Legal Clinic II. Responsibilities will be based on experience and activities will include involvement in litigation. Students will work under the supervision of licensed attorneys. Permission Required. Graded.

LAW 330
EMERGENCY RELIEF & EQUITABLE REMEDIES
Professional
(2 credit hours) Covers the mechanics of how to brief and argue requests for temporary restraining orders, injunctions, stays, bonds, and other equitable remedies. The course will discuss litigation strategy from both the plaintiff and defendant perspective, and will provide experience in drafting briefs and orally arguing a hypothetical case. Finally, the class will discuss options with respect to appellate review.

LAW 120 and LAW 170 are a prerequisite for this class.

LAW 333
MUSIC LAW
Professional
(3 hrs.) This course deals with issues relating to the organization and operation of the music industry. The course covers the principal statutes governing the industry and considers issues relating to the interests of both artists and recording companies.

LAW 334
SOLO & SMALL PRACTICE
Professional
(3 cr. hr.) This is a skills course designed to teach students how to build their own law practice.

LAW 336
JOURNAL OF ART TECHNOLOGY & INTELLECTUAL PROPERTY EDITORIAL BOARD
Professional
(2 hrs) Members of the editorial board must enroll in this course for credit. Students enrolled are expected to perform editorial tasks assigned by the editor-in-chief and are expected to supervise the student writing staff. Pass/fail only.
LAW 337
BIOTECHNOLOGY PATENT STRATEGIES FOR THE NEW MILLENNIUM
Professional
(3 hrs) Designed for students with an interest in the biotechnology aspect of patent law. Covers enablement, utility, claim drafting, means plus function language, obviousness, and the patentability of nucleic acid sequence and expressed sequence stages.

LAW 338
INTELLECTUAL PROPERTY FOR CORPORATE TRANSACTIONAL LAWYERS
Professional
(3 hrs) For students interested primarily in a corporate practice. Focuses on issues a corporate practitioner should be aware of regarding transactions involving the transfer of intellectual property assets or technology, such as the sale and licensing of intellectual property generally, licensing software, Internet law, advertising clearance and litigation.

LAW 105 is a prerequisite for this class.

LAW 341
CYBERLAW
Professional
3 credit hours. This course provides a survey of selected topics in the rapidly evolving area of law applied to cyberspace and the internet. The course touches upon numerous areas of substantive law such as intellectual property, torts, jurisdiction, and privacy and the First Amendment, explores how courts have applied the law to the internet, and raises the important policy questions underlying the application of law to this new medium.

LAW 344
COPYRIGHT LAW
Professional
This course will provide an in-depth study of the theory and application of copyright law. Subjects include copyright history and theory, the Digital Millennium Copyright Act, renewal and reversion, ownership issues, and a study of the interface between the economic aspects of copyright and the personal interests of authors.

LAW 345
LEGAL CLINIC SUMMER
Professional
(3 credit hrs) Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.

LAW 348
MERGERS AND ACQUISITIONS
Professional
(3 hrs) Aspects of business entities involved in a merger, consolidation, acquisition and other forms of combination. Examines business, financial, personal and real property, employment relations, labor, taxation, and environmental issues. Also analyzes the tax consequences of the particular form of combination.

LAW 102 is a prerequisite for this class.

LAW 349
INTERNATIONAL TRADE LAW
Professional
(3 hrs) An introduction to the regulatory structure of global economic relations, focusing on the theoretical and substantive foundations of multilateral systems such as the IMF, GATT, NAFTA and the European common market. The course also analyzes the legal and constitutional framework for the treatment of international trade questions in the US, the European Union and Japan, and explores how this framework accommodates selected issues of global trade policy.
LAW 352
LAW OF FILM AND TV PRODUCTION AND DISTRIBUTION
Professional
(3 credit hours) This course will take students through the principal steps of actual production and distribution of Film and Television properties and will examine the legal issues presented at each stage of production and distribution. In addition to the prerequisites, Entertainment Law (357) or Music Law (333) are recommended prior to registration in this class.

LAW 102, LAW 271 and LAW 344 are a prerequisite for this class.

LAW 356
DISPUTE RESOLUTION
Professional
(3 hrs) Gives students the means to evaluate critically dispute resolution processes as a basis for counseling clients in the selection of and participation in a process appropriate for the resolution of a particular dispute. Students, who are divided into teams, alternate the roles of attorney and client, attempt to resolve a complex civil case utilizing three dispute resolution processes: pre-trial conference, mediation and arbitration. Each team works with two associates from a financial consulting or an accounting firm who are their expert witnesses to prepare for and participate in these processes. Lawyers, professional mediators and professional arbitrators act as the neutrals in the three processes. From year to year, different substantive areas are the focus of the problem, and Intellectual Property is one of the problems.

LAW 357
ENTERTAINMENT LAW
Professional
(3 hrs) Focuses on various aspects of entertainment law practice including performance contracts, managers and agents, recording and publishing agreements and music licensing.

LAW 358
EMPLOYEE BENEFITS
Professional
(3 hrs) Employee Benefits covers the creation and operation of retirement plans under the Employment Retirement Income Security Act of 1974 (ERISA) as well as medical and other welfare benefit plans for employees.

LAW 359
INDIVIDUAL EMPLOYMENT RIGHTS
Professional
(3 hrs) Examines issues in workplaces that are not governed by collective bargaining, such as hiring, wrongful termination, workplace privacy and defamation, protection against harassment, employees' legal obligations to employers.

LAW 361
ECONOMIC JUSTICE, IDENTITIES & MARKETS
Professional
This course will explore how the law and the marketplace create and preserve economic inequality according to race, gender, sexual orientation, and other identity categories while maintaining a stance of 'neutrality.' The class will critically analyze the inter-relatedness of law, markets, and identity using frame-works from classic market theory, law and economics, critical race theory, feminist legal theory, 'queer theory,' and critical legal studies. The course objective is to provide critical analytic skills to students to develop contemporary critiques of classic market and legal structures for the purpose of aiding subordinated communities in the pursuit of economic justice. By so doing, students should be able to negotiate more effectively, the societal tension between 'efficiency' and 'equality' in the law and in the marketplace. The course and casebook are designed to provide materials for students and teachers do not have formal training of economics, but who are interested in cross-cutting issues of discrimination and unequal wealth that results from the history of cumulative and synergistic discrimination. 3 credit hours

LAW 363
RESTORATIVE JUSTICE
Professional
(3 cr. hr.) This is a skills course designed to teach restorative justice techniques including circles, victim-perpetrator conferences, and peer juries. Readings, simulations, and practice during class will prepare students to actually lead restorative justice circles in selected cases in the Domestic Relations Division of the Circuit Court of Cook County.
LAW 364  
HOUSING SEGREGATION & INTEGRATION  
Professional  
(3 hrs.) This course examines the legal underpinnings of the systems that have segregated communities, and asks what legal mechanisms might be used to reverse the trends and build integration. Both the significant federal case law reinforcing the nation's commitment to safe, decent and affordable housing to all, and an examination of the policy and research work that advocates and scholars have used will be reviewed. The coursework is national in focus but leans on the history of Chicago.

LAW 366  
ADVANCED ISSUES IN DIVORCE PRACTICE  
Professional  
This course covers advanced financial issues including pensions, contingent stock options, property transmutation as well as more complicated considerations of child custody and support in both interstate and international contexts. The course covers substantive law and engages the students in a practical application of the law such as a negotiation or a drafting exercise. At the instructor's option, all students will be required to complete a service learning component working in the field, which typically must be performed during business hours.

LAW 367  
ANIMAL LAW  
Professional  
This course will offer a comprehensive examination of the rights afforded to animals as well as a look at the application and enforcement of those rights. Topics will include a history of animal rights, legislation, case law, ethics, lobbying and a discussion of issues confronting major lobbying and activist organizations. Constitutional, land use planning, international and environmental law issues will also be presented. The course will be taught through lecture and extensive class discussion including case and regulation analysis. 3 credit hours

LAW 368  
COLLECTIVE BARGAINING PROCESS  
Professional  
(3 credits) The primary thrust of the course will be to provide an understanding from both the union and employer points of view, of collective bargaining and how the process operates to produce an agreement, encompassing the wages, terms and conditions of employment.

LAW 369  
LITIGATION LAB  
Professional  
(3 cr.) The course is a practicum in which students will work with practitioners on actual cases, under the supervision of the instructor. The Lab is designed to expose and involve students in the planning and development of various aspects of litigation practice in sophisticated cases. LAW 410 is a prerequisite for this class.

LAW 371  
LAW & CLIMATE CHANGE  
Professional  
(3 credit hours) This course will address domestic and international responses to the effects of climate change. It will focus on domestic efforts to regulate climate change-inducing technologies and on international approaches to funding, developing, transferring and disseminating mitigation and adaption technologies.

LAW 444 or LAW 447 or LAW 344 or LAW 271 or LAW 489 is a prerequisite for this class.

LAW 372  
VOTING RIGHTS  
Professional  
(3 hrs) This course will explore the intersection of law and the political process. Topics covered may include campaign finance law, redistricting, racial and partisan gerrymandering, ballot access laws, the Voting Rights Act of 1965, modern barriers to voting, and the regulation of political parties.
LAW 375  
ARBITRATION OF INTERNATIONAL COMMERCIAL DISPUTES  
Professional  
3 credit hours. This course is designed to teach students the necessary skills to become effective advocates in the international arbitration process. The course analyzes international arbitration and the substantive law of the international sales of goods. At the end of this course students will have the opportunity to compete for a position on teams representing the College of Law at the Vis International Competitions held each spring in Vienna or Hong Kong.

LAW 380  
THE BUSINESS OF LAWYERING  
Professional  
(1 credit) This course will address topics bearing on the business aspects of the practice of law including the economics of practice, establishing an office, client development, hiring support staff, affiliating with other lawyers, etc. It will be taught in Los Angeles, California over spring break. There will be an administrative fee of $500 to cover books and program costs. Students will be responsible for their own transportation and housing.

LAW 401  
ADVANCED ANTITRUST  
Professional  
(3 hrs) Deals in depth with several areas not covered by the basic course in antitrust: mergers and joint ventures; the Robinson-Patman Act; international antitrust; and the relationship between patent and copyright, on the one hand, and the antitrust laws, on the other. Students are provided with problems from current antitrust cases in these areas and are asked to analyze and argue these problems in class. 3 credit hours. LAW 402 is a prerequisite for this class.

LAW 402  
ANTITRUST  
Professional  
(3 hrs) Studies the basic federal antitrust statutes which proscribe monopolization, conspiracies to restrain trade, and mergers that unduly tend to concentrate markets. This course also entails a working knowledge of American economic history, familiarity with simple rules of applied microeconomics, and a grasp of strategic commercial behavior.

LAW 403  
FORENSIC EVIDENCE  
Professional  
(3 hrs) An examination of the technical and legal aspects of scientific aids in the trial of civil and criminal cases. Demonstrations by scientific experts are used to provide the students with concrete knowledge of the problems involved. LAW 410 is a prerequisite for this class.

LAW 407  
CONFLICT OF LAWS  
Professional  
(3 hrs) Studies the major methodologies and frameworks for the resolution of choice of law problems and jurisdictional conflicts within the federal system.

LAW 408  
ESTATE AND GIFT TAXATION  
Professional  
(3 hrs) Required for Certificate in Taxation. Deals with the effect of federal estate and gift taxes on transfers made during life and at death. The gift tax sections of the Internal Revenue Code and the marital deduction are studied in detail.
LAW 409
ESTATE PLANNING
Professional
(3 hrs) Concerned with planning for the transfer of property to younger generations and to charities. Focuses on the techniques for reducing income, estate and gift taxation.

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 410
EVIDENCE
Professional
(3 hrs) A survey of the rules governing the presentation, admission and exclusion of facts in civil and criminal judicial proceedings, including rules of competency, relevancy, privilege and hearsay.

LAW 411
GUIDED RESEARCH
Professional
(1-2 hrs) Students who have earned at least a 2.0 g.p.a. after the completion of at least 31 credit hours may engage in assigned research under the direction and supervision of a full-time faculty member. Graded pass/fail.

LAW 412
FEDERAL COURTS
Professional
(3 hrs) Studies the problems, conflicts and accommodations in jurisdiction, procedure and review peculiar to the dual system of federal and state courts.

LAW 140 is a prerequisite for this class.

LAW 415
BANKRUPTCY
Professional
(3 hrs) A survey of the Federal Bankruptcy Code, including the trustee's power of avoidance, Chapter 13, debtor's right to discharge, federal tax liens and priorities.

LAW 417
LABOR LAW
Professional
This course addresses the common law and federal statutes applicable to private sector labor-management relations with an emphasis on organizational matters and negotiations. The course contains the following aspects: statutory interpretation, policy concerns, appropriate practical strategies for both labor and management, social issues and values, ethical issues, advocacy skills, administrative law, critical analysis of decisions, remedies and the relationship of federal labor law to other laws.

LAW 419
LITIGATION STRATEGY: PRE-TRIAL, CIVIL
Professional
(3 hrs) Offers a comprehensive treatment of the key problems encountered in the pretrial stages of civil litigation, including drafting of the complaint, case planning, interrogatories and other written discovery and pretrial orders. Students conduct simulated pretrial motions, client interviews, fact investigations, counseling, negotiating, and settlement sessions. Simulated depositions and motions argument, as well as simulated pretrial conferences, are conducted during class session.

LAW 410 is a prerequisite for this class.
LAW 420
REAL ESTATE TRANSACTIONS
Professional
(3 hrs) Explores the basic concepts and documents involved in the inter vivos transfer, financing, development and use of real property. Topics covered include brokers’ agreements, condominiums, title assurance, land trusts and closings.

LAW 160 is a prerequisite for this class.

LAW 422
PUBLIC INTERNATIONAL LAW
Professional
(3 hrs) Covers the general principles of international relations, including such topics as what is a state, the elements of state responsibility, jurisdiction and nationality, the Law of War, the United Nations and certain international organizations.

LAW 423
REMEDIES
Professional
(3 hrs) Studies the interplay and choice of remedies (legal and equitable) available in the principal types of contract and tort actions. Damages, the object of an award in contract and in tort, limitations on recovery, the elements of damages, specific performance of contracts, specific relief in tort, injunctions and the specific limitations on their availability, restitution, constructive trusts and equitable liens are included.

LAW 427
APPELLATE TECHNIQUE
Professional
(3 hrs) Teaches both substantive law relating to appellate practice as well as skills training in appellate advocacy, focusing on: the ability to effectively analyze legal problems, efficiently perform legal research, collect and sort facts, write effectively and orally communicate effectively and persuasively.

LAW 428
INDEPENDENT STUDY
Professional
(3 hrs) Students who have earned at least a 3.00 g.p.a. after completion of at least 40 credits may undertake independent study under the supervision of a full-time faculty member. The student must produce an indepth research paper of publishable quality not substantially covered by a currently offered course. Fulfills the Seminar requirements. Instructor's permission required.

LAW 429
LEGAL CLINIC I
Professional
(3-6 hrs) Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.

LAW 432
SECURITIES REGULATION
Professional
(3 hrs) Deals with federal and state regulation of the distribution and transaction of investment securities. Problems related to the nature and extent of investor protection under securities legislation are studied.

LAW 102 is a prerequisite for this class.

LAW 434
PUBLIC HEALTH LAW
Professional
An examination of past and present aspects of the law concerning the health of the public by identifying the various government entities involved and reviewing specific areas of public health policy law, common law and regulation. Examines the federal basis for public health regulation, the state and local government basis for regulation, the constitutional and statutory limitations, and current problems which require legal responses. 3 credit hours.
If a student is selected to be an editor of the Journal, the student may enroll for two units of credit per semester up to a total of six units of credit. A student is expected to work for four semesters on the publication, but may enroll for credit in any three of the four semesters in which he or she works on the Journal. 2 credit hours per semester. Pass/fail only.

**LAW 438**
**MEDIATION**
Professional
(3 hrs) Designed for students who seek to understand the application of the zealous representation standard within the mediation process. The course provides students with a basis to evaluate critically when and how to represent clients in mediation. They experience the mediation process through classroom simulations as mediators, attorneys and clients. Through simulated teaching methodology, students focus on effective advocacy in mediation.

**LAW 440**
**ADVANCED MEDIATION**
Professional
(3 credits) This course builds on the skills learned through the simulated experiences of the basic Mediation course. The course includes three components: specialized training, class sessions and the representation of pro se clients in the mediation of commercial cases or the mediation of small claims cases. Student representation in the spring semester will occur in commercial cases referred from judges in the Law Division of the Circuit Court of Cook County, Illinois. The representation is limited to the mediation phase of these cases. A 711 license is required and students work under the supervision of the instructor. In the fall semester students will serve as the Mediator in small claims cases in the Circuit Court of Cook County, Illinois under the supervision of the Center for Conflict Resolution.

**LAW 436**
JOURNAL OF HEALTH CARE LAW EDITORIAL BOARD
Professional

**LAW 441**
**SPORTS LAW**
Professional
(3 hrs) A study of the application of various legal doctrines to a broad range of sports-related activities. The course focuses upon many of the legal issues arising in professional sports, including the impact of the antitrust and labor laws and representation of the professional athlete.

**LAW 444**
**ENVIRONMENTAL LAW**
Professional
(3 hrs) A survey of federal and state remedies for the protection of the environment.

**LAW 445**
**STATE AND LOCAL GOVERNMENT LAW**
Professional
(3 credit hrs) Analyzes the legal principles which determine the role that the local government unit plays in the American system of government. Powers of local government to regulate the activities of the individual are discussed in detail.

**LAW 447**
**PATENT LAW**
Professional
This course is designed for two types of students: (1) those who intend to practice in the area of patent law specifically; and (2) those who plan to enter into a generalized intellectual property practice. Students explore concepts and selected problems in patent law and examine the impact of policy considerations on patent statutes and jurisdictions. The course covers all substantive aspects of patent law, including patentable subject matter; patent disclosure requirements; patentability requirements; infringement - both literal and under the doctrine of equivalents; defenses; and remedies.
LAW 448
INTERNATIONAL BUSINESS TRANSACTIONS
Professional
(3 hrs) Examines the foreign law aspects of establishing American business abroad, including international investment and finance relations, and problems posed by treaty, convention and trade practice between the United States and foreign countries.

LAW 102 is a prerequisite for this class.

LAW 449
PREDATORY LENDING
Professional
(3 hrs) This course will examine the origins and dimensions of predatory lending, defined as mortgage loan origination fraud and foreclosure rescue fraud. Emphasis will be given to the development of the sub-prime mortgage market, facets of predatory lending and various methods to curb it. This course will include background lectures and discussion, case study and analysis, and written and oral advocacy exercises related to actual cases.

LAW 450
TRIAL ADVOCACY I
Professional
(3 hrs) Examines fundamental trial techniques. Students are expected to perform simulated courtroom exercises in voir dire, opening statements, direct and cross-examination, introduction of exhibits, closing arguments, objections and trial motions. Students are also required to prepare trial books and exhibits and to participate in a simulated bench trial.

LAW 410 is a prerequisite for this class.

LAW 453
COMMERCIAL ARBITRATION
Professional
(3 hrs) This course is designed to teach students the necessary skills to become effective advocates in the commercial arbitration process. Students develop arbitration skills through role-play exercises, including actual advocacy in simulated arbitrations. Additionally, the course teaches the jurisprudence of commercial arbitration, the evolution of the case law in the field and where arbitration fits within the spectrum of dispute resolution processes. The course also teaches students to critically evaluate the ethical and professional issues in the field of arbitration.

LAW 454
INTERNATIONAL INTELLECTUAL PROPERTY
Professional
Examines the growing importance of intellectual property in the international context. Covers the scope of protection granted trademarks, copyrights and patents in foreign jurisdictions so that effective comparisons can be made between foreign and domestic law. Explores the scope and substance of international treaties. Strategies for obtaining cost effective intellectual property protection in the global economy will be examined. 3 credit hours.

LAW 271, LAW 344, LAW 447 or LAW 489 is a prerequisite for this class.

LAW 455
LEGAL DRAFTING
Professional
(3 hrs) Legal drafting courses on various topics give students an opportunity to hone their research and writing skills on an advanced legal. Students may take one course per semester. All courses are limited enrollment.

LAW 456
JURISPRUDENCE
Professional
This course offers an introduction to issues in legal philosophy. It provides an overview of several influential legal theories, including: legal realist, legal positivist, and natural law approaches. Topics covered will include: the nature of law, the relation between law and morality; the extent to which legal rules constrain judicial decisionmaking; and, the question whether there is an obligation to obey the law. 3 credit hours.
LAW 457
FEMINIST JURISPRUDENCE
Professional
3 credit hours. This course examines various feminist legal theories and their impact on the philosophy of law. After introductory materials addressing equality theory and constitutional standards, the class will apply feminist legal theories to different substantive areas, especially violence against women.

LAW 458
BANKING LAW
Professional
(3 hrs) Studies the American system of banking as a regulated industry. Regulation and traditional banking activities are studied as well as formation of banks, bank holding companies, trust powers, bank antitrust problems, federal insurance and international banking problems.

LAW 459
REAL ESTATE FINANCE AND COMMERCIAL DEVELOPMENT
Professional
(3 credit hours) This course addresses legal and economic issues relevant to commercial real estate development and investment, including acquisition, financing, leasing ownership structures and tax considerations.

LAW 160 and LAW 420 are a prerequisite for this class.

LAW 460
BUSINESS PLANNING
Professional
(3 credit hours) Combines advanced work in business organizations, securities law and federal taxation in the context of business planning and counseling.

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 461
CORPORATE REORGANIZATIONS
Professional
(3 hrs) Survey of methods of reorganizing corporate enterprise. Cognate issues in the fields of taxation, securities regulation, and bankruptcy are also discussed.

LAW 102 is a prerequisite for this class.

LAW 462
INSURANCE LAW
Professional
(3 hrs) Cross listed course for Public Services program. Provides a comprehensive overview of the basic principles of insurance law, including: a review of how the business of insurance has developed to meet contemporary business and consumer needs; the significance of insurance in modern business; and the importance of insurance and insurance law in the practice of law. Reviews the ways in which legislators, regulators and the courts have intervened in the operations of the insurance marketplace; the purposes of such interventions, and whether such purposes have been served.

LAW 464
ADVANCED CRIMINAL PROCEDURE: PRETRIAL
Professional
(3 hrs) Offers an in-depth analysis of the decision to prosecute, restraints and prerogatives in the acquisition and use of evidence of criminal conduct, the law of arrest, search and seizure, interrogation, pretrial detention, preliminary hearings, pretrial motions, plea bargaining and other selected topics related to the pretrial phase of criminal prosecutions.

LAW 506 and LAW 518 are a prerequisite for this class.
LAW 465
ADVANCED CRIMINAL PROCEDURE: TRIAL
Professional
3 credit hours. Analyzes the important phases of the criminal trial, including jury selection, opening and closing statements, presentation of witnesses, defense issues, assistance of counsel, guilty pleas, double jeopardy, jury instructions, sentencing, and ethical issues.

LAW 468
WHEN JUSTICE FAILS
Professional
This course is designed to examine the circumstances in which the judicial system is likely to fail to serve the interests of justice. The course begins with an examination of the ideas and historical events that have led us to expect that our courts will operate in a neutral and fair manner. At the same time, some consideration is given to when the system is unlikely to operate in this manner. The bulk of the course will be spent in examining five famous trials in which justice appears to have failed. 3 credit hours.

LAW 470
ADVANCED PATENT LAW
Professional
Required for a Certificate in Intellectual Property with a Patent Specialty. Provides a more practical perspective and application of the doctrines covered in the basic Patent Law course. Among the topics covered are patent searches, claim drafting, re-examination and reissue considerations, design patents, international patents, and licensing. 3 credit hours.

LAW 473 is a prerequisite for this class.

LAW 472
MENTAL HEALTH LAW
Professional
(3 hrs) Cross listed course for Public Services program. Examines significant issues in law and psychiatry and involves in-depth research and writing. Subjects include regulation of mental health professionals, malpractice, informed consent, confidentiality, incompetency, guardianship, commitment and mental health issues related to criminal law.

LAW 473
LAW AND ECONOMICS
Professional
(3 credits) This course covers the fundamentals of law and economics, including how law and economics applies in both common law and statutory settings. There is no requirement that students previously have studied economics.

LAW 474
LAW AND POPULAR CULTURE
Professional
3 credit hours. Explores the image of the lawyer (law student and judge) in American culture through an examination of American films and critical writings related to these films. Examines such issues as the judiciary and the rule of law with a focus of the Nuremberg Trial. Also explores the treatment of a single legal event, the trial of Leopold and Loeb for the murder of Bobby Franks, in three films representing distinct approaches to the underlying subject matter as well as to film making.

LAW 475
NEGOTIATIONS
Professional
Analyzes and uses problem solving to explore the use of negotiation techniques in the legal setting. 3 credit hours.

LAW 476
FINANCIAL ACCOUNTING FOR LAWYERS
Professional
Provides a survey of accounting principles and issues relevant to the practice of law, including accounting methods and procedures, accounting issues in business, corporate and tax law and the use of accounting data in financial analysis and business planning. This course is closed to students who have completed more than one accounting course at the undergraduate level. 3 credit hours.
LAW 477
FIRST AMENDMENT FREEDOM OF SPEECH
Professional
(3 cr.) This is an advanced constitutional course focusing upon First Amendment Freedom of Speech. Topics that will be covered include: the history and philosophy of freedom of speech; speech that incites action; fighting words; libel; obscenity and sexually explicit speech; commercial speech; content-based and content-neutral regulations of speech; vagueness and overbreadth; prior restraints upon speech; freedom of association; the right not to speak; campaign contributions as speech; freedom of the press; and, the broadcast media.

LAW 481
LEGAL PROFESSION
Professional
(3 hrs) Required for all JD students. Explores the role of the legal profession in American society. Legal education, admission to the bar, organization of the practicing bar, discipline, unauthorized practice, group legal services and other current problems are discussed.

LAW 482
INTERNATIONAL PROTECTION OF HUMAN RIGHTS I
Professional
(3 hrs) Surveys and analyzes the legal aspects of protecting human rights through international action. Relevant treaties, conventions and international practices are discussed.

LAW 487
HOUSING LAW
Professional
(3 hrs) An examination of local and federal laws and policies aimed at creating and preserving housing, low-income and affordable housing, both rental and owner-occupied. Includes consideration of housing-related litigation and issues related to subsidized housing, landlord-tenant court, fair housing, and predatory mortgage lending.

LAW 488
LAND USE PLANNING
Professional
(3 hrs) An analysis of the various legal devices by which private individuals and the public attempt to control the use of land resources. Such topics as private covenants, zoning, the master plan, eminent domain, urban rehabilitation and subdivision controls are explored.

LAW 489
INTELLECTUAL PROPERTY SURVEY
Professional
(3 hrs) Surveys the legal interests recognized by American law in intellectual and artistic creations. Legal problems involved in the economic exploitation of intellectual and artistic property rights also are discussed. No credit if completed Intellectual Property: Copyrights and Trademarks (LAW 339).

LAW 490
STATE CONSTITUTIONAL LAW
Professional
(3 credit hours) This course examines state court decisions from around the country to illustrate the array of state constitutional issues occurring in modern American law. State constitutions are a source of rights independent of the Federal Constitution and frequently are applied by state courts to grant more expansive protection for individual rights than the Federal Constitution affords. Moreover, state constitutional law, like its federal counterpart, is not limited to issues involving individual rights. Course coverage may include equality, due process of law, criminal procedure, property rights, religion, freedom of speech, school funding, the right to a remedy, the structure of state government, judicial power, and amendment processes.
LAW 493
CONSTITUTIONAL LAW: FIRST AMENDMENT RELIGION CLAUSES
Professional
(3 hrs) This course explores religious freedom in America under the First Amendment. The focus of the course is on the constitutional doctrines relating to the Free Exercise Clause and the Establishment Clause of the First Amendment, as well as the underlying assumptions and conflicts that have animated First Amendment constitutional argument over time. In addition, the course proposes to examine the extent to which religious interest groups have influence and control the development of religion clause jurisprudence.

LAW 495
LAW AND THE MASS MEDIA
Professional
(3 credit hours) Focuses on media law that affects journalism regulation of the media business. Topics include media and first amendment theory; prior restraint, regulation of media business, obscenity, commercial speech, private actions against the media, defamation, privacy and copyright, news-gathering, subpoenas and searches, access to information, and access to judicial proceedings, and broadcasting (content regulation and cable and new technology).

LAW 140 is a prerequisite for this class.

LAW 497
CONSUMER PROTECTION
Professional
(3 hrs) Surveys the common law and state and federal statutes which protect consumers in various aspects of sales and credit transactions. The course begins with inducements (advertising and marketing techniques), explores financing the deal (credit regulation), substantive contract terms (unconscionability, warranties, and interest rates) and post-transaction problems (debt collection).

LAW 498
SCHOOL LAW
Professional
(3 hrs) Designed to explore some of the principal legal problems arising out of the American educational system. The right to an education, the rights and duties of teachers, and the responsibilities of students and academic freedom are some of the issues discussed.

LAW 501
RACE, RACISM AND UNITED STATES LAW
Professional
(3 hrs) Examines the judiciary's approach to racial discrimination from the Colonial period through the Brown v. Board of Education case in 1954. Includes an analysis of the post-Brown status of racial subordination in the legal system and consider recent scholarly critiques of the law's limitations in effecting racial justice. Employs an interdisciplinary approach and covers the experiences of American Indians, African Americans, Asian Americans and Chicanos. Through an integrated analysis of the groups' legal histories, the class will foster a comprehensive understanding of race and racism as foundational elements in United States law.

LAW 502
JEWISH LAW
Professional
(3 hrs) Introduces students to the structure and methodology of Jewish law, examines how substantive Jewish law principles are employed to resolve difficult social and ethical issues in a variety of legal contexts, and considers the extent to which such processes may inform a thoughtful dialogue regarding resolution of similar questions in secular society.

LAW 503
CIVIL RIGHTS
Professional
(3 hrs) Analyzes selected topics in the civil rights field, with emphasis on the reconstruction amendments to the Constitution and equal protection. Statutory issues will be discussed. Different topics will be chosen for in-depth treatment, such as voting rights, housing, criminal justice administration and education.
LAW 506
CRIMINAL LAW
Professional
3 credit hours. Required for J.D. students. Provides a survey of the substantive law of crimes and defenses. This course includes a study of specific crimes, elements of criminal liability, and the purposes of punishment.

LAW 507
FEDERAL CRIMINAL LAW
Professional
(3 hrs) Examines criminal enforcement resources, the Racketeer Influenced and Corrupt Organizations (RICO) statute, mail fraud, drug enforcement, criminal tax issues, criminal civil rights, obstruction of justice, fugitive felons and other aspects of federal criminal system. LAW 506 and LAW 518 are a prerequisite for this class.

LAW 508
ADMINISTRATIVE PROCESS
Professional
(3 credit hours) Reviews the powers and procedures of federal, state and local administrative bodies as they affect private parties, including administrative jurisdiction, adjudication, rulemaking, methods of decision, rules of evidence and judicial review. LAW 140 is a prerequisite for this class.

LAW 509
LAW AND THE FAMILY UNIT
Professional
(3 hrs) Provides an introduction to the creation and governance of family relationships, including such topics as marriage, adoption, neglect, conciliation, parentage proceedings, child custody problems, domestic violence, duty to support and property rights vis-a-vis members of the family unit.

LAW 510
THE MARRIAGE DISSOLUTION PROCESS
Professional
(3 hrs). Covers those topics relating to the dissolution of marriage, including judicial jurisdiction in dissolution and custody cases, regulation of marriage, annulment, bases for dissolution, spousal support, equitable division of property, child custody and support.

LAW 511
WOMEN AND THE LAW
Professional
(3 hrs). This course will focus on the intersection of law and gender, identifying and analyzing the gender norms reflected in our legal system. The course will focus on how U.S. laws reflect and embody societal attitudes toward gender.

LAW 513
INTERNATIONAL CRIMINAL LAW
Professional
(3 hrs) Covers problems of public control of criminal activity that cross international boundaries, such as extradition, air piracy, and control of drug traffic.

LAW 514
LEGAL CLINIC II
Professional
(3-6 hrs) Students work in one of the clinic modules under the supervision of a clinical attorney concentrating on real life problems with real clients and organizations. Instructor's permission required.
LAW 516
IMMIGRATION LAW AND POLICY
Professional
(3 hrs) Gives the students an understanding of the complexities of current US immigration law and policy and the opportunity to develop and complete a research project on a related topic. Topics of discussion include: current legislative proposals, sources of immigration power, role of the federal courts, family immigration, grounds of exclusion, deportation, Mexican community concerns, asylum and refugee problems and citizenship.

LAW 517
ASYLUM AND REFUGEE LAW AND POLICY
Professional

LAW 518
CRIMINAL PROCEDURE
Professional
3 credit hours. A survey of the administration of criminal justice, with an emphasis on pretrial procedure. Primary focus is placed upon government evidence gathering, as well as the prosecution and defense of offenders.

LAW 521
LEGISLATIVE PROCESS
Professional
(3 hrs) Surveys the legal aspects of the legislative process such as legislative structure, role of statutes, committees, access to information, enactment process, campaign finance, lobbying, speech and debate clauses, and legislative compromise.

LAW 523
MISSION-BASED LAWYERING: LEGAL PRACTICE IN THE NON-PROFIT SECTOR
Professional
(3 credit) This is a course focused on preparing law students for eventual work in the non-profit sector as 1) practicing lawyers, 2) lawyer-managers and 3) lawyer-board members. The course will provide an initial overview of the law of non-profit organizations, after which the course will take a multi-disciplinary approach to analyzing the legal aspects of working for, or with, non-profit public interest law organizations.

LAW 524
FIELD PLACEMENT
Professional
2 or 3 credit hours. This program is designed to give upper level students practical experience in an externship with a public agency, non-profit organization, member of the judiciary, or for-profit organization, such as a private law firm or in-house counsel for a corporation. Upper level students, who have at least 28 credit hours and a GPA of 2.0, may apply to participate. Participants are accepted on a case by case basis. Externships are unpaid. No student can receive more than 3 credit hours per semester and no more than 9 credit hours toward their JD degree if 3 of those credits are earned during a summer placement. Otherwise, students are limited to 6 credits hours total. A placement for 3 credit hours is expected to complete 180 hours of work whereas 120 hours of work is expected for a 2 credit hour placement.

LAW 525
CLASSROOM COMPONENT
Professional
1 credit hour. This is a supplemental course in which students are graded upon their experiences and written reports.

LAW 531
LABOR RELATIONS IN THE PUBLIC SECTOR
Professional
(3 hrs) Explores the existence and extent of public and quasi-public employment rights to engage in concerted activities, to be represented by unions and to bargain collectively. Attention is given to the context and implementation of federal, state and local legislation and ordinances and various executive orders. Emphasis is given to the various dispute resolution and impass resolution machinery developed in the public sector, including mediation, fact-finding, voluntary arbitration and mandatory arbitration.
**LAW 533**  
**PATENT LAW MOOT COURT**  
Professional  
(3 credit hours)  Students will be required to write both an appellee and an appellant brief on a topic related to patent law. Competitions are based on an advanced problem-orientated study in patent law. Selected students must register for the course. Instructor's permission required.

**LAW 535**  
**ART AND THE LAW**  
Professional  
(3 hrs) Focuses on issues concerning legal issues and the arts. Includes the international regimes for copyright protection, comparison of different national copyright systems, and definition and treatment of artists' (moral) rights in their works. Ethical and legal aspects of international trade in art objects and antiquities, national and international attempts to control such trade, and issues involved in protection of cultural property and cultural resource management, as well a conflicts of law in the recovery of stolen art works.

**LAW 536**  
**NATIONAL MOOT COURT COMPETITION**  
Professional  
(3 hrs) Students who are selected for one of the National Moot Court Teams must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy. Graded pass/fail.

**LAW 537**  
**INTERNATIONAL MOOT COURT COMPETITION**  
Professional  
(3 hrs) Students who are selected for the International Moot Court Team must register for the course. The competitions are an advanced problem-oriented study of appellate brief writing and oral advocacy.

**LAW 541**  
**ILLINOIS CRIMINAL LAW**  
Professional  
This course is an elective, upper lever class, which provides students with a particular interest in the substantive prohibitions, as well as affirmative defenses, reflected in the Illinois penal code and caselaw. It is intended to complement the basic substantive Criminal Law course, which focuses on basic elements of crimes and defenses, by an in-depth exploration of offenses and grounds for exculpation not generally studied in the basic course. 3 credit hours

**LAW 543**  
**TELECOMMUNICATIONS LAW AND POLICY**  
Professional  
(3 hrs) Focuses on the regulation of radio and television broadcasting laws as well as the regulation of cable and new satellite technology. A segment on telephone regulation is included. Also contains an entertainment law component focusing on the relationship between movie companies and other program providers and major distributors such as cable and broadcast stations. Some attention to copyright law for movies and other programs by cable systems and satellite distributors.

**LAW 544**  
**WOMEN AND JEWISH LAW**  
Professional  
(3 credit hours) This course will examine the primary issues of Jewish Law affecting women, particularly as they pertain to family law. Among the topics that will be highlighted are marriage, divorce, sexual relations, and child rearing responsibilities. The course will involve an examination of both the classical Jewish law texts on these topics (in English) as well as a discussion of more current positions on the issues covered. There are no prerequisites and students need not have any background, or religious affiliation to take this class.

**LAW 545**  
**ISLAMIC LAW & LEGAL THOUGHT**  
Professional  
(3 credits) This course is organized around two main objectives. First, we consider the internal structure of Islamic Law (Sharia) and legal thought. Second, we consider Islamic Law in relation to modern legal systems and theories - religious and secular. The aims are not only to introduce the principles of Islamic Law but also place Islamic Law in conversation in the fields of comparative law, international law and human rights, constitutional law and jurisprudence.
LAW 546
POVERTY LAW
Professional
(3 hrs) Provides an overview of poverty law and the legal problems encountered by the poor in our society. The course considers legislative and administrative representation as methods of poverty advocacy, as well as the current trend away from constitutional litigation and toward state responsibility. It considers the legal developments in poverty law including housing, education, family and public benefits.

LAW 548
ADVANCED MEDIATION: AS MEDIATOR
Professional
(3 credits) This course builds on the skills learned through the simulated experiences of the basic Mediation course. The course includes three components: specialized training, class sessions and the mediation of small claims cases referred by judges in the Circuit Court of Cook County, Illinois. Students will serve as the Mediator under the supervision of the Centers for Conflict Resolution.

LAW 438 is a prerequisite for this class.

LAW 549
ADVANCED MEDIATION: AS ADVOCATE
Professional
(3 credits) In this course, students represent litigants who have appeared pro se in commercial cases in the Law Division of the Circuit Court of Cook County, Illinois. They are referred by the judges for student representation during the mediation phase of the case only. A 711 license is required and students work under the supervision of the instructor.

LAW 438 is a prerequisite for this class.

LAW 551
FOREIGN STUDY ABROAD: VIENNA
Professional
Students enrolled in the DePaul University/Vienna University of Economics and Business (WU) program enroll in Vienna University of Economics and Business law courses under this number for one semester. The exact content depends upon the course in which the student is enrolled. Maximum of 13 credits per semester. Graded pass/fail.

LAW 552
SUMMER LEGAL STUDIES: SORRENTO, ITALY
Professional
This program offers students exposure to an international resolutions and a global approach to business in addition to Italian comparative criminal focus. Director permission required. 3 courses/5 credits total.

LAW 555
ADVANCED LEGAL RESEARCH
Professional
(3 cr. hours) This course is to strengthen student research and legal analysis skills. The course will build upon students’ knowledge of source materials; introduce new sources and techniques of research; and how best to apply this knowledge to specific legal problems. Also, the cost effectiveness and relative advantages of manual versus electronic research will be explored. All students must have working Lexis and Westlaw passwords and active e-mail accounts.

LAW 559
INTERNATIONAL & EUROPEAN LAW PROGRAM (MIEBL)
Professional
(1 or 2 hrs) Students enrolled in the DePaul University/Universidad Pontificia Comillas International and European Business Law (MIEBL) program enroll in Universidad Pontificia Comillas law courses under this number. The exact content depends upon the course in which the student is enrolled. Maximum of 15 credits per semester.
LAW 561
COMMUNITY ECONOMIC DEVELOPMENT
Professional
This public interest law course will focus on the strategies for developing low-income communities and to engage in strategies and organizational forms to change lives. 3 credit hours.

LAW 570
ELECTRONIC DISCOVERY
Professional
This course will provide an in-depth treatment of both the legal and technical aspects of electronic discovery and provide the student with a detailed grounding in the law and application of electronic discovery principles to civil and criminal litigation. 2 credit hours - held 9 weeks.

LAW 580
FOREIGN STUDY PROGRAM
Professional
(3 hrs) Students enrolled in the DePaul University/University College Dublin Cooperative enroll in University College Dublin law courses under this number. The exact content depends upon the course in which the student is enrolled. Maximum of 12 credits per semester. Graded pass/fail.

LAW 581
SUMMER LEGAL STUDIES PROGRAM AT BEIJING FOREIGN STUDIES UNIVERSITY, CHINA
Professional
The program focuses on the legal principles related to international transactions in the Asia-Pacific area and will provide a comprehensive overview of China's legal system.

LAW 582
INTERNATIONAL HUMAN RIGHTS LAW AND POLICY COLLOQUIUM
Professional
(2 cr. hrs.) This course is a discussion-based exploration of legal protections afforded in international law to refugees, internally displaced persons (IDPs) and stateless persons. Public policy (domestic, regional and international will be a large part of the discussion in class. Students are expected to come to class ready to address issues beyond the text of the treaties and laws, and to be prepared to discuss from alternate perspectives. The practice of international law requires an ability to read and understand the treaties and conventions that create it, and any policy discussion requires that a lawyer be able to find and analyze the texts, and use those texts in the formation of a policy argument. Class meets 9 weeks.

Law 422 or LAW 482 is a prerequisite for this class.

LAW 583
SUMMER LEGAL STUDIES IN MADRID, SPAIN
Professional
This program focuses on European human rights law and European business and commercial law. Director permission required. 3 courses/5 credit hours total.

LAW 584
SUMMER LEGAL STUDIES IN PRAGUE
Professional
The program will offer students exposure to global practice in the fields of corporate law and employment law, with a special emphasis on countries within the European Union. 2 courses/5 credits.

LAW 585
SUMMER LEGAL STUDIES IN COSTA RICA
Professional
The program links basic principles of international law with an overview of the Inter-American Human Rights System and with special focus on how human rights ideas, advocacy, and activist strategies have transformed Latin American society and politics. The program facilitates student engagement with important regional human rights advocates and includes visits to key institutions such as the Inter-American Court of Human Rights. 2 courses/6 credit hours total.
LAW 586
CONSTITUTIONAL TORTS & SECTION 1983
Professional
(3 crs.) This course provides an in-depth study of 42 USC sec. 1983, the most widely used statute for protecting civil rights and redressing violations of the constitution. Among the topics covered are the elements and defenses to a cause of action, municipal liability, absolute and qualified immunity for public officials, state action, monetary relief, injunctive remedies, causation, choice of forum, and attorney's fee shifting.

LAW 410 is a prerequisite for this class.

LAW 587
SUMMER LEGAL STUDIES: SYDNEY, AUSTRALIA
Professional
This program focuses on International Law in Oceania (Australia, New Zealand and the Pacific Islands) and South Asia reviewing both British practices and common law. In addition to classroom studies (3 courses/5 credits) a select number of excursions will be planned to explore both the subject matter and the region. Director permission required.

LAW 588
STUDY ABROAD: BUENOS AIRES, ARGENTINA
Professional
(3 credit hours) Legal Dimensions of Doing Business in Latin America, introduces students to the basic framework of Latin American law and legal systems, as well as to the key principles of international business law necessary for advising clients doing business in the region. Director permission required.

LAW 589
SUMMER LEGAL STUDIES IN DUBLIN, IRELAND
Professional
This program focuses on international business and constitutional law, especially with respect to the European Union (EU).

LAW 599
SUMMER STUDY ABROAD: LEIDEN, THE NETHERLANDS
Professional
This program focuses on international business and constitutional law, especially with respect to the European Union (EU).

LAW 600
TAXATION OF CORPORATIONS & SHAREHOLDERS
Professional
(3 hrs) Required for Certificate in Taxation. Addresses basic tax considerations in the formation, operation and liquidation of corporations. Among the areas covered are the organization of corporations, Subchapter S corporations, property and stock dividends, 306 stock, stock redemptions, liquidations, collapsable corporations, corporate divisions and corporate reorganizations.

LAW 210 or LAW 212 is a prerequisite for this class.

LAW 604
TAX EXEMPT ORGANIZATIONS
Professional
(3 hrs) Covers qualification as section 501(c) charitable organizations, rules governing conduct of commercial and political activities of charities, unrelated business income and private foundations.

LAW 605
TAX CONTROVERSIES
Professional
(3 credits) This course will examine the administration and enforcement of the Internal Revenue code. Emphasis will be on federal tax procedure at the administrative levels before the IRS (i.e., examination and Appeals) and in litigation of federal tax claims, emphasizing litigation in the Tax Court, but also in district courts and the Court of Federal Claims. Topics would include IRS rule-making, tax returns and examinations, summons and privileges, IRS Appeals, the Notice of Deficiency, tax litigation (including discovery), civil penalties, approaches to, and practical issues involved in, settlement of tax cases, and ethical issues in tax practice.
LAW 607
ADVANCED TAX CONTROVERSIES
Professional
(3 credit hours) This course is a follow-up to Tax Controversies and will apply the law, principles and strategies discussed in that course by following one or more actual Tax Court cases from the receipt of the Notice of Deficiency, through the drafting of a petition to the Court, development of legal theories, the preparation of discovery questions, pre-trial motion practice, the stipulation process, selection of witnesses, and outlines of proof. This course will also consider the appeal of a Tax Court case, including the theory of the appeal, the drafting of the briefs, and the outline of oral argument.

LAW 608
INTERNATIONAL TAXATION
Professional
(3 crs.) An introduction to the taxation of income of U.S. citizens, residents and corporations from foreign sources and the income of foreign residents and non-residents from U.S. sources. Topics may include sources of income rules, foreign tax treaties and a survey of the tax treatment of U.S. investments made offshore.

LAW 611
OFFSHORE FINANCIAL CENTERS: CAYMAN ISLANDS
Professional
This course is a combined classroom and field experience designed to provide an introduction to offshore financial centers which include captive insurance arrangements, hedge funds, and asset securitization transactions. A principle purpose is to study various business entities and will examine policy, business and legal issues related to use of such entities.

LAW 616
TAXATION OF S CORPORATIONS AND CONDUIT ENTITIES
Professional
(3 credit hours) This course will examine the taxation of corporations under Subchapter S of the Internal Revenue Code. The course will also cover the taxation of corporations under Subchapter M of the Internal Revenue Code as well as the Code's entity classification rules. Topics will include formation, operation and liquidation of S corporations; taxation of REITs, RICs, and REMICs; and the choice of entity rules.

LAW 620
PARTNERSHIP TAXATION
Professional
(3 credit hours) Required for LLM in Taxation students. Covers the tax consequences of the formation, operation and liquidation of partnerships, including tax shelters, passive loss rules and newly emerging uses of partnerships.

LAW 702
ELDER LAW
Professional
(3 hrs) Cross listed course for Public Services program. Deals with the new speciality of elder law. Considering today's demographics, many attorneys will require a knowledge of the unique problems of the aging population. Through statutes, cases and research, students will understand the lawyer's role in counseling the elderly, assess the legal needs of an elderly client and provide counsel as to the available options.

LAW 706
HEALTH POLICY AND THE LAW
Professional
(3 hrs) Cross listed course for MBA Health Care Management and Public Services programs. Designed to introduce students to a broad variety of policy issues affecting health care, and briefly touches on economics, sociology, antitrust, tort law, administrative law and important questions of national health policy.
LAW 711
LEGAL ISSUES OF AIDS
Professional
3 credit hours. Cross listed course for Public Services program. Examines a number of significant legal and policy issues raised by the human immunodeficiency virus and the acquired immune deficiency syndrome. Includes issues such as discrimination, access to health care services, payment of medical costs, tort and criminal liability for transmission, and end of life concerns.

LAW 713
HEALTH CARE PRIVACY LAW
Professional
This course will cover the health care privacy laws as they exist and the Federal Government will be implementing and enforcing HIPAA regulations beginning in October 2002. This area of the law is cutting-edge and affects every aspect of the health care industry and of legal practice in health law and other areas.

LAW 714
BIOETHICS & THE LAW
Professional
This course is a survey class, examining issues ranging from drug regulation, clinical trials, assisted reproductive technology, telemedicine, and stem cell development/regulation to the commercialization of the human body. 3 credit hours.

LAW 715
MASTERS ESSAY
Professional
(3 hrs) Not open to Juris Doctor candidates or Health Law certificate students. This is a research paper of publishable quality dealing with a current subject in health law. Students are expected to refine their subject into a topic which can be managed under the supervision of a faculty member.

LE 101
INTRODUCTION TO LABOR LEADERSHIP I
Undergraduate
Offers the following courses: Union Writing (6 weeks); Grievance Education (5 weeks)

LE 102
INTRODUCTION TO LABOR LEADERSHIP II
Undergraduate
I. Public Speaking, Labor Law and Parliamentary Procedure (Length of Course: 11 weeks) Topics Covered: Fundamentals of speech; making a speech; labor law research paper; labor law: private sector; union administration; labor law: public sector; parliamentary procedure; how to run a union meeting; class presentation/role play. Evidence: 1. Speech - four weeks: Produce a speech in written form; present speech; video tape speech; instructor analyzes speech. 2. Labor Law- four weeks: Research and produce a 5-8 page paper analyzing a labor law case (chosen from the instructor's list). Paper will be graded. 3. Parliamentary procedure/union meeting role play- three weeks: Analyze the role play; prepare for and participate in a mock union meeting. Course Competencies: H-1-D: Can explain a system of law that governs a society. H-2-A: Can understand a social problem and can analyze the effectiveness of social institutions in addressing it.

LE 201
ADVANCED LABOR LEADERSHIP
Undergraduate
Offers the following courses: Public Speaking, Labor Law and Parliamentary Procedure (11 weeks); Skills for Organizing (6 weeks); Economics for Unions (5 weeks); Labor History (6 weeks); Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks); Arbitration (6 weeks)
LE 202
ADVANCED LABOR LEADERSHIP II
Undergraduate
1. Labor History (Length of course: 6 weeks) Course competence: H-1-F Can describe the roles of individuals, groups, societies or states
Topics Covered: Labor in Colonial America; legal issues for unions; the developing labor law; who will organize the unorganized? African Americans: slavery and post-slavery; the Knights of Labor and the American Federation of Labor; the Haymarket incident; the Pullman Strike; Eugene V. Debs and the American Railway Union; warfare in the mine fields; the Textile Strikes of 1909 and 1910; the Triangle Shirtwaist fire; the Homestead Steel Strike; the Progressive Era; the I.W.W.; the Roaring 20's; A. Philip Randolph and the Sleeping Car Porters; agitation and unionization in the 1930's; the Great Depression; NIRA section 7 and the Wagner Act; the CIO; African Americans, women and minorities in the post-war labor movement; labor unions and the Civil Rights Movement. Evidence: 1. Choose an article about Labor History from the instructor's list. Analyze it, write a short paper about it and present it in class. 2. Analyze issues in a past strike or major event in labor history; Relate those issues to current events in labor history or civil rights; produce a paper on those events II. Organizing Around Health and Safety: The Role of Labor in Politics (Length of course: 5 weeks) Course competence: FX Can explain how health and safety laws affect workers and apply organizing principles to health and safety at the work site. Topics Covered: Legal rights of Workers under OSHA; the right to refuse dangerous work; what is an MSDS Sheet and how to read it; OSHA 200 logs; labels and placards; health and safety through Collective Bargaining; what is a chemical exposure? Health and safety resources for workers; setting up an internal organizing structure around health and safety issues; monitoring health and safety through union committees; what role has labor played in politics- national, state, and local? The changing role of labor in politics; local politicians/state politicians voting records; how to build a targeted campaign; the role of the AFL-CIO in politics. Evidence: 1. Design, write and present an organizing campaign around an issue of health and safety that could be used at your job site. 2. Read, analyze, compare and contrast in writing, the role of labor in politics in the past. How has it changed or remained the same today?

LE 203
UNIONS AT WORK I
Undergraduate
Collective Bargaining and Labor Management Cooperation Theories/Interest-Based Bargaining (15 weeks) Course Components: History, overview and introduction to collective bargaining within the context of power relationships between labor and management (employers), and of power as a tool to negotiate between different or opposing social and economic interests. Specifics include researching the employer; costing out the contract; developing a mobilization structure; preparing for a contract campaign; preparing demands and contrast language; dynamics of bargaining and power; collective bargaining simulation; analysis and alternative to strike; how to get the contract ratified; overview of labor management cooperation; participation and collective bargaining; interest-based bargaining; an analysis; how to use interest-based bargaining.

LE 204
INTRODUCTION TO LABOR LEADERSHIP IN SPANISH FOR SPANISH SPEAKERS
Undergraduate
This is a course in workers' rights; on the job site, in the union, legal, health and safety, and organizing.

LE 205
HUMAN RESOURCES ESSENTIALS I: HEALTH AND WELFARE PLAN BASICS
Undergraduate
Four class sessions, class objectives: 1. To gain an understanding of the basic principles of plan design, costing and administration 2. To apply this understanding to evaluate proposals for alternative plan designs or revisions to existing plans by comparing design features costs and administrative implications.

LE 206
PUBLIC SECTOR LABOR LAW
Undergraduate
The course will examine the two public sector labor laws in Illinois- the Educational Labor Relations Act and the Illinois Labor Relations Act. Class 1- The history of collective bargaining in the public sector in Illinois; Class 2- Comparing the two labor acts; Class 3- Organizing under the labor acts; Class 4 and 5 Filing Unfair Labor Practice Charges under the labor acts; Class 6- Student papers analyzing important decisions under the labor acts.

LE 207
ADVANCED COLLECTIVE BARGAINING
Undergraduate
This is a six week class that will start on March 30, 2010 and end on May 4, 2010. Course description-This class will teach students how to use excel spread sheets to cost out collective bargaining contracts, make economic presentations in negotiations. Students will also engage in mock negotiations. Prerequisite- Basic Collective Bargaining Class or negotiations experience. All students must have a lap top computer for the class.
**LE 208**  
LABOR LAWS FOR LABOR LEADERS  
Undergraduate  
This is a five week class that will start on May 11, 2010 and end on June 8, 2010. This five week class will teach students the basics of several labor laws including Family Medical Leave Act, Occupational Health and Safety Act, Title VII of the 1964 Civil Rights Act, and the American Disability Act. Two classes will be taught on the 1964 Civil Rights Act, one on Sexual Harassment in the work place and one on racial, ethnic and age discrimination.

**LE 209**  
HEALTH CARE STRATEGIES  
Undergraduate  
Gary Miller a health care expert in the Human Resources Department at DePaul will teach this five week course. Topics to be covered are the health care reform and how the new law impacts health care plans, public employee health care changes, how to use your plan most efficiently, educating employees on health care and the use of in-house clinics.

**LE 210**  
PREPARING FOR NEGOTIATIONS  
Undergraduate  
This five week course will emphasize drafting contract language how to use cross out and underlining and fall back language. There will specific exercises on writing contract language on subcontracting, definition of grievance, zipper clause, management rights and wrongs.

**LE 211**  
TOUR OF HAYMARKET  
Undergraduate  
The tour includes the Haymarket sculpture, the court house, the Altgeld statue and the cemetery where the martyrs are buried.

**LGQ 150**  
INTRODUCTION TO LESBIAN, GAY, BI SEXUAL, TRANSGENDER, QUEER STUDIES [SSMW]  
Undergraduate  
This course will focus on defining this emerging field while giving students some perspective on the history and diversity of LGBTQ communities. It will also help prepare students for study in the various fields covered by the electives required for the minor. The course will be taught by faculty from a variety of disciplines and thus undoubtedly shift emphases somewhat with every offering. Topics will include: introduction to and definition of LGBTQ Studies as a field; historical roots of LGBTQ communities in the US and elsewhere; theoretical models of sexuality and gender; contemporary issues in LGBTQ politics and culture.

**LGQ 236**  
GAY MEN'S HEALTH MATTERS  
Undergraduate  
The purpose of this course is to introduce students to health issues relevant to gay men. We will explore effects of minority status, heterosexism and homophobia on gay men's health, including but not limited to STD/HIV/AIDS, substance use and mental health. Students will review epidemiological data, theoretical frameworks, and community-based health promotion approaches in order to gain a broad perspective on risk and resilience factors, health indicators, and strategies for self-care applicable to gay men's health.

**LGQ 250**  
LGQ FRENCH HISTORY: OLD REGIME TO THE PRESENT  
Undergraduate  
This course studies male and female same-sex affection in France roughly from the Enlightenment through the early twenty-first century. It examines the representations of homosexuality over more than two centuries taking into account a variety of often contradictory images that have been current in French society, representations that range, among males, from the diabolical criminal of the nineteenth century Romantics to today?s trend-setting (and all too domesticated) gay male, and, among females, from elegant salon figures to contemporary feminist militants. Special attention is focused on the history of homosexuality since WWII because the French gay and lesbian community?s progress since that time is impressive and particularly rich in its implications for the American civil rights struggle. Additional readings from French writers on homosexual themes compliment most of the readings from the textbooks.
LGQ 319
QUEER PIONEERS: CULTURE, GENDER, AND POLITICAL ACTIVISM
Undergraduate
This course examines some of the historical roots and contemporary realities of lesbian and gay politics in the United States through the biographies of pioneering individuals whose lives and work shaped an ongoing struggle for civil rights and social justice. Conventional wisdom holds that the modern lesbian and gay movement was born in 1969 with the Stonewall riots in New York City, although recent scholarship traces the movement's roots to the mid-nineteenth and early twentieth centuries. More than thirty years after what began at Stonewall as an angry and disorganized appeal for basic human dignity, lesbians and gays have today begun to enter the mainstream of U.S. politics. Within this context, the biographies of individuals who, as activists and artists, rose to challenge the conventions of culture, gender, and political exclusion will be studied in-depth to both illuminate the politics of social movement and suggest how these diverse individuals and experiences may influence present and future efforts for cultural and political change. This course fulfills an elective in the WMS, AMS, or PSC majors, an elective in the LGQ minor.

LGQ 332
CREATING CHANGE: CONTEMPORARY GLBT POLITICS (CROSS-LISTED AS WGS 332 & PSC 312)
Undergraduate
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.

LGQ 338
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW (CROSS-LISTED AS WMS 338)
Undergraduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination.

LGQ 397
SPECIAL TOPICS IN LGBTQ STUDIES
Undergraduate
See course schedule for current offerings.

LGQ 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

LL 50
ACTIVE STATUS CONTINUATION
Undergraduate
Active Status Continuation

LL 60
PROFICIENCY EXAMINATION FEE ASSESSMENT
Undergraduate
Proficiency Examination Fee Assessment
Learning Assessment Seminar is the first of the required courses in the Lifelong Learning Area and designed to help students make educational decisions in the context of their educational and personal goals, become well-versed in SNL's philosophy and competence framework, and make concrete plans for completion of their degree. This course is also the first step toward admission to baccalaureate degree-seeking status within SNL and carries two hours of academic credit. Competence: L-1. Faculty: Staff

The Writing Workshop will help students be more confident, efficient and effective writers. Each student will work with the instructor to design an individual plan for improving the student's writing and mastery of the writing process. This is a four-credit hour course for which students earn the H3J competence. If it fits in their plan for improvement, students may use the Workshop to work on papers for competence in other courses or through the ILP process. The focus of the Workshop is on academic writing. This is not a creative writing course.

This six credit hour course is held over two consecutive quarters, and require two separate registrations. It is designed for students who need substantial enhancement of their writing skills before progressing further in the program. The course will review the fundamentals of college level writing with the goal of students being able to write clearly and fluently. Students who are required to take this course must complete it before taking Foundations of Adult Learning. Intensive College Writing For the first quarter, register for the course titled, Intensive College Writing, for two credit hours. If you are taking this course at the Loop campus, you must register again next quarter for the continuation of this course with the same instructor. This continuation of the course equals four credit hours. If you are taking this course at a suburban campus, you must register again next quarter for any College Writing course. College Writing equals four credit hours. At the conclusion of the second quarter at all campuses, the competence will be awarded. Competence: L-4. Faculty: Michelle Mohr; William Muller

This course will meet over two quarters, and require two separate registrations. For the first quarter, register for the course titled, Intensive College Writing, for two credit hours. Next quarter, you must register again for the continuation of this course titled, Intensive College Writing II with the same instructor. This continuation of the course equals four credit hours. At the conclusion of the second quarter, the competence will be awarded. BA-1999 Competence: L-4. Pre-1999 Competence: LL-4

In this required course, SNL students focus on writing skills associated with effective performance in a variety of settings. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. In addition to receiving individual feedback and guidance from the instructor, students learn to give feedback on writing to one another. This is a Pass/Fail class. However, you have the option of taking the course for a letter grade. If you wish to take the course for a letter grade, you must inform your instructor in writing by the end of the second week of class. Once you commit to taking the course for a letter grade, you cannot switch back to Pass/Fail. Pre-requisite required: successful completion of Learning Assessment Seminar. Competence: L-4. Faculty: Staff

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Writing Together - Writing Well: A Community Approach to Academic Writing and Personal Narrative allows SNL students to complete the required L4 competence as well as an additional competence in a single 6-credit course. For the required L4 competence, you will study the meanings and implications of literacy; read and respond to scholarly works; and learn the strategies of academic writing that will allow you to be successful at SNL. You will explore literacy by sharing, responding to, and editing your own and others’ writing during guided in-class writing workshops. For the additional competence, you will study and apply this writing group process to an out-of-class project.

Competences: L4, and H1X, H2X or A3A.

I consider everybody as having a right to marry once in their lives for love.? -Jane Austen While Austen, the woman, believed in the power of love, Austen, the author, presented both the realistic and the ideal paths to marriage in her novels. Academic Writing/Pride and Prejudice allows SNL students to complete the required L4 competence as well as an additional competence in a single 6-credit course. For the required L4 competence, students will learn to use writing for college-level learning, thinking, and communicating through pre-writing, revisions, academic writing genres, and referencing scholarly works related to Pride and Prejudice. For the additional competence, students will further examine the social context of the novel, create a definition of happiness, and analyze the effects of money and class on the characters.

Competences: L4, A1X. Faculty: Jane Wagoner

In this required course, students are introduced to the basic concepts behind the skills of effective listening, dynamic thinking, and persuasive argumentation and have an opportunity to practice these skills within an active and experiential context. Through peer and small group activities, problem-based exercises, and self-evaluation skills, students will develop effective habits of thinking that can be employed in subsequent learning experiences. This course satisfies the L5 competence and carries four hours of tuition credit.

In this course students will focus on developing writing, critical reading and analysis skills. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas of difficulty. Students will receive individual feedback and guidance from faculty on grammar, idea development, organization, using sources to formulate arguments, and students will learn to give feedback on writing to one another. This course will give students the opportunity to practice several types of writing including journals, essays and research papers. In this class, students will have the opportunity to practice each of these assignments while improving control over the mechanics and process of writing. Particular emphasis will be given to the process of revision as students learn to refine and develop their writing. The class assumes a basic understanding of English grammar and composition. Competences: L4 (required), A1A, A1X. Faculty: Staff

Students who take this course for both the L4 and A1D competences will focus on academic writing skills and the writing process while learning and writing about Chicago disturbances and disasters throughout history. While many people know about the sinking of the Titanic, not everyone knows about the Eastland disaster. This ship was scheduled to take people across Lake Michigan to Indiana for a picnic; however, it never left the Chicago River. When the ship rolled over on its side, 800 Western Electric employees lost their lives. While the Chicago Fire is famous, another fire changed school fire safety regulations. A mistaken address contributed to the devastating fire at Our Lady of the Angels School where 92 children and 3 nuns died. Learn what caused the 1919 Chicago Race Riots, the Pullman Strike and other disturbances and disasters that have changed Chicago’s history. Competences: L4 and A1D. Faculty: Jane Wagoner. Students must register for L4.

This is a five-week, two-credit course that satisfies the L4 competence and meets every other week in an SNL Learning Cluster.
This new Truman Bridge course deals with the methods, principles, and practice of college writing, while giving students an opportunity to write papers that address specific cultural issues, many of which may relate to students' professional aspirations. The course may be taken for a maximum of two competencies, one of which MUST be L-4 or LL-4. Instructor: Rita Thomson. Wednesdays, 6 - 9 pm. 15 sessions. First 7 meetings at Truman College, as follows: 1/9, 1/16, 1/23, 1/30, 2/6, 2/13, 2/20. Final 8 meetings at SNL, Loop Campus, as follows: 2/27, 3/6, 3/13, 3/20, 3/27, 4/3, 4/10, 4/17. Pre-199 Competencies: LL-4, HC-F, WW. BA-1999 Competencies: L-4, H-1-X, H-3-X, F-X.

Academic Writing for Adults and Critical Thinking are required courses at the School for New Learning. In Academic Writing, SNL students focus on writing skills associated with effective performance in a variety of settings. Meanwhile, the Critical Thinking competence and course aims to a) make students aware of their own thinking processes; b) help them develop those processes; and c) help them bring those processes to bear on college-level intellectual activity. In the blend of these two competencies, particular emphasis will be placed on how we do this through writing. Instructors will emphasize skills and strategies of critical thinking and reading as well as practice in the recognition, construction and evaluation of arguments from a thought-perspective and written-perspective that are inherently intertwined. No matter which competence students take, students in this course will learn to identify assumptions, connect assertions to evidence, state generalizations, analyze arguments and bring multiple perspectives to bear on complex issues through a writing practice that will build on particular strengths and improve on areas of difficulty. Students can expect to receive much individual feedback and guidance from the instructors; students will also learn to give feedback on writing to one another. This course carries eight tuition credit hours; however, students may choose to take either the L4 competence for four credit hours or the L5 competence for four credit hours.

This course provides an introduction to various topics in quantitative reasoning that most adults will be exposed to throughout their university course work, their careers and their daily lives and how to more effectively handle these topics. It covers different approaches to problem solving, how numbers are used in the real world, how to manage your personal finances, basic concepts in statistics and how they are applied in everyday settings and, finally, how money and populations grow and decay. Scientific calculators and the Excel spreadsheet program will be used as tools for exploring algebraic and statistical concepts. Excel spreadsheets and charts are used extensively to illustrate graphically how to display, analyze and interpret data. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course. Access to a PC and the Internet is required. Quantitative reasoning will be a large part of the class discussion. Competence: L6

Students will often be called upon to deal with quantitative information in their academic studies, their daily lives and their ministries. This course will build their capacities to understand how numbers are used in the professional life and to apply different quantitative approaches to problem solving. The course will examine financial matters in particular and develop students' capacities to account for the financial resources of a community, congregation or organization. Through this course, therefore, students will develop and demonstrate their competence to use mathematical symbols, concepts, and methods to describe and solve problems. Competence: L6

This course examines the changing life challenges faced by children and adolescents, eg, parent-child, school work, dating, leisure time, drugs, etc., over recent past decades. However, this historical context mainly provides a framework for engaging the significant challenges children and adolescents face today. This includes home, school, and society. This course will then turn to how adults relate to their own children and devise strategies that help them develop a positive environment where the child can develop and achieve a sense of self-dependency and social contribution. Competences: L-7, A-3-G, H-3-X, F-X Faculty: Tranita Jackson
In this required course, the instructor becomes the students' Faculty Mentor for the duration of their academic programs. During this course, students learn how to submit learning from experience for competencies. They complete a plan to achieve their learning and professional goals, and also begin work on a reflective portfolio in the Lifelong Learning Area that they will complete at their Last Committee Meeting. Students are encouraged to take this course early in their program. Prerequisite: Successful completion of Learning Assessment Seminar and approval for registration. This course satisfies two competencies and carries six hours of tuition credit. Competencies: L2, L3.

Status as a BA student in SNL and (LL 102 or DCM 313) are a prerequisite for this class.

Late in the 19th century, an English magazine ran a series of articles highlighting passages of prose and verse selected by leading authors of the time. This series provides a clear view of the opinions of this group of writers and provides an opportunity for us to make a comprehensive study of their perspective. Each student will research, edit, write and help create a class project that produces a monograph, a book, on this subject. This course will run over two quarters. Work in the first quarter will prepare for the creating, writing, and revising of the book. Pre-'99 Competencies: HC-H, AL-1, AL-H, AL-L, LL-4, LL-6, LL-8. Faculty: Harvey T. Lyon

This required course fulfills two competencies and carries six tuition hours. Students will learn to pose questions and use methods of formal inquiry to answer questions and solve problems as preparation for their Externship and Advanced Project. The instructor selects a topic around which to organize the course. The topic is broad enough to allow students to pursue research in areas of interest, while providing a common reference point for class discussion. Prerequisite: Students must complete Foundations of Adult Learning, College Writing and Critical Thinking prior to registration. Competencies: L8, L9.

LL 250 and (LL 150 or LL 104 or LL 153 or LL 154) and (LL 155 or DCM 310 or LL 105) are a prerequisite for this class.

Externship is a required course in which SNL students design and execute an independent study project, guided by their academic committees, which engages them in learning under new conditions and in reflecting on the methods of independent learning used. Externship is offered in two modes: as a service learning course or as a course completed individually with your faculty mentor. To register for Externship as a service learning course, use Campus Connect. To register as a course with your mentor, submit a paper registration form found on the SNL website. Externship carries 4 tuition credit hours. Prerequisite: Successful completion of Research Seminar is required prior to registration. Competences: L10, L11.

LL 300 is a prerequisite for this class.

This required course is a problem-solving experience which represents the culmination of an SNL student's learning in a specific area. Students, guided by their academic committee, design and execute an independent project which demonstrates the integration of theory and practice, and the ability to pursue and document avenues of inquiry with excellence. * Successful completion of Major Seminar is required before registration. Major Piece of Work carries six hours of academic credit. Students in the Pre-'99 Program register for LL-8, and a pair of capstone competencies in the same domain: HC-9, HC-10, AL-9, AL-10, PW-9, PW-10, WW-9, WW-10. BA'99 Competencies: F-11, F-12.

This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience. * Students must be approved to register for Summit Seminar by their academic committee upon successful completion of all degree requirements. Summit Seminar carries four hours of academic credit for Pre-'99 and a fee for BA'99. Pre-'99 Competencies: LL-9 & LL-10. BA'99 Competencies: L-12. Faculty: Staff
**LL 315**  
**ADV ELECT SEMINR: UTOPIA, MILLENNIUM, & APOCALYPSE: VISIONS OF HUMAN DESTINY FROM BIBLE TO HOLLYWOOD**  
*Undergraduate*  
Though usually associated with a sub-culture of palm readers, ouija boards, tarot cards, and crystal balls, predicting the future is a lot more than just a parlor trick or confidence game. In fact it is a serious imaginative and intellectual activity that has engaged the talents of many of the world's greatest writers, thinkers, and filmmakers. In this course students will review and analyze a selection of representative works of "futurology" and visionary imagination both old and new - from the apocalyptic prophesies of the Bible to the end-of-the-world scenarios typical of Hollywood sci-fi. While viewing or reading these works, students will also compare and evaluate various theories of world history as they seek to answer the question: Is it actually possible - by combining imagination, reason, and established methods and principles of scientific history - to predict the future course of civilization? Course materials will include the novel *Brave New World* by Aldous Huxley as well as films by Kubrick and Spielberg. Prerequisite: Please Note: Students taking the course for E1, E2, or pre-1999 capstone credit must have completed Research Seminar. Faculty: David Simpson

**LL 350**  
**CAPSTONE SEMINAR**  
*Undergraduate*  
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-1999 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-1999 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

**LL 390**  
**SUMMIT SEMINAR**  
*Undergraduate*  
This required course is the final requirement completed by SNL students to earn their degree. Primary purposes are to 1) bring appropriate and reflective closure on the SNL experience; 2) enable students to celebrate and share their work with others who have accomplished goals and projects; and, 3) reflect upon the overall SNL experience, its developmental effect, its contribution to lifelong learning, and the transferable skills, attitudes, etc. that were developed as a result of the SNL experience. * Students must be approved to register for Summit Seminar by their academic committee upon successful completion of all degree requirements. Summit Seminar carries four hours of academic credit for Pre-1999 and a fee for BA-1999. Pre-1999 Competencies: LL-9 & LL-10. BA-1999 Competencies: L-12. Faculty: Staff

FA 303 and LL 302 are a prerequisite for this class.

**LLS 425**  
**EXPLORING MODES & PROCESSES OF SYSTEMATIC INQUIRY**  
*Graduate*  
This seminar provides students with an opportunity to develop the Liberal Learning Skills through exploring modes and processes of systematic inquiry. Students develop researchable questions and use these questions to gather and critically evaluate information and identify appropriate research methodologies. In addition, students practice searching, managing and analyzing information sources and building integrative literature reviews.

**LLS 435**  
**UNDERSTANDING PERSONAL AND ORGANIZATIONAL CHANGE SEMINAR**  
*Graduate*  
This seminar provides students with an opportunity to develop the Liberal Learning Skills through understanding personal and organizational change. Multiple dimensions and dynamics of change and the roles and responsibilities of professionals as change agents are explored. Special emphasis is placed on analyzing change processes using both linear and systems models and formulating interventions to facilitate productive change in the workplace (profit and nonprofit).

**LLS 445**  
**IMPROVING INTERPERSONAL DYNAMICS**  
*Graduate*  
This seminar provides students with an opportunity to develop the Liberal Learning Skills through improving interpersonal dynamics. Students are introduced to various models for working collaboratively with diverse constituents over multiple contexts. In addition, students are provided opportunities to strengthen their interpersonal relations and communications skills (per context) by learning and practicing strategies and techniques that foster skill development.
EXERCISING EFFECTIVE LEADERSHIP SEMINAR
Graduate
This final seminar provides students with an opportunity to develop the Liberal Learning facilities through exercising effective leadership. Major themes of each of the previous seminars are integrated within the concept of effective leadership in a changing world. Key theories and principles relative to the management/leadership continuum are examined as well as the implications of current trends for the future of leadership both in general and within students' personal/professional contexts.

VALUING HUMAN DIFFERENCES SEMINAR
Graduate
This seminar provides students with an opportunity to develop the Liberal Learning facilities through valuing human differences. The origins, nature, and costs of prejudice and other barriers that interfere with the valuing of human differences are explored in and of themselves and in relation to the increasingly diverse workforce in today's organizations. In addition, through group discussions and interviews, students are provided with opportunities to gain a deeper understanding of their own prejudices and to develop a rationale for revaluing human differences in their own lives.

ENGAGING ETHICAL REASONING SEMINAR
Graduate
This seminar provides students with an opportunity to develop the Liberal Learning facilities through engaging ethical reasoning. A variety of ethical decision-making frameworks are explored as well as the nature and impact of ethical issues and questions pertinent to organizational contexts. Case studies are used to stimulate reflection on individual and societal moral values. In addition, particular attention is given to designing a personal model of ethical decision-making for application within various contexts.

PERSONAL EFFECTIVENESS
Graduate
This domain examines the physical, cognitive and spiritual dimensions of personal development and performance. Central questions include: Who am I and what should I become? What habits of mind, attitude, and behavior might I improve upon? How can I construct personal meaning and inform future actions from my experiences? Embedded in these questions are the core concepts of learning and change, choice and consequence, identity, and various dimensions of self. Seminars in this domain might address topics such awareness, agency, emotional intelligence, mindfulness, motivation, reflection, resilience, and self-discipline.

INTERPERSONAL EFFECTIVENESS
Graduate
This domain focuses on one's ability to both communicate effectively and understand the meaning of others' communications. To develop interpersonal effectiveness, one must overcome the barriers that result from differences in culture, race, ethnicity, gender, age, disability, and socio-economic status. Interpersonal effectiveness requires self-awareness, cultural competence, and skills in active listening, building trust, dialogue, collaboration, and conflict resolution. Central questions include: How can we improve interpersonal relationships in both personal and professional domains? How can we make decisions and solve problems together? What are the dynamics of and processes for collaboration? How do we understand and use the human/computer interface as tool to enhance communication? Seminars in this domain might address topics such as intercultural communication, valuing human similarities and differences, interpersonal communication, and 21st century human-computer interfaces and interactions.

ORGANIZATIONAL EFFECTIVENESS
Graduate
This domain explores the larger systemic contexts within which individuals function. As the world grows increasingly complex and interconnected, the ability to understand and navigate people-in-groups (organizational, societal, and global) becomes increasingly critical. In this domain, students broaden and deepen their capacity to make a difference at ever-widening levels of system. Central questions include: How do we engage as organizational resources, community participants, members of society and global citizens? How do we get along? How do we get work done? How do we both fit-in and remain unique? Seminars in this domain might address topics such as project management, leadership, organizational culture, career management, performance improvement, context scanning, global citizenship, trend analysis, cross-cultural agility, and future visioning.
LLS 440  
VALUES EFFECTIVENESS  
Graduate  
This domain examines the ability of individuals to recognize and analyze their own values and those of others in order to find effective ways to translate those beliefs into effective action. When individuals expand awareness of their own choices and recognize the choices of others, they can live their own lives more effectively and successfully mediate conflicts with others. Central questions include: What should I do in this situation? Why did he/she/they decide to do things that way? That is so clearly wrong? isn't it? Seminars in this domain might address topics such as ethical reasoning, decision-making, values-clarification, priority setting and courage in action.

LLS 450  
INQUIRY EFFECTIVENESS  
Graduate  
This domain focuses on developing methods and processes of inquiry that can be applied in any of the other domains. Adults must be able to engage in self-directed inquiry in order to understand and act effectively in their personal, professional, social, and civic lives. In this domain, students learn methods for systematically and strategically exploring questions, problems, ideas, and experiences. Central questions include: How do I formulate viable questions? What information do I need to understand a problem and what is the best way to obtain it? What are different ways to analyze an idea? How can I make sense of what I have experienced? Seminars in this domain might address strategies and methods to generate and engage primary research; to gather and manage information; to organize, analyze and present data; and to pursue targeted methods of inquiry.

LSE 201  
DIVERSE VALUES AND VOICES IN EDUCATION  
Undergraduate  
This course explores the interaction of societies and their education efforts/designs within a multicultural context. Case studies are used to examine various cultural groups within their own environment, the interactions of people from different cultures, and various cultural phenomena. Educational experiences leading persons from a monocultural perspective to a more multicultural perspective are explored. Students are asked to consider culture as learned behavior/perspective. They will explore their own cultural experiences/development and those of others. The goal is a realization of culture as a respected framework within the context of education. This course satisfies the self, society, & modern world requirement.

LSE 210  
MULTICULTURALISM AND EDUCATION  
Undergraduate  
This course will engage students in an examination of issues of diversity and multiculturalism within educational contexts in the United States. It includes an investigation of the historical and experiential perspectives of different cultural groups as well as an analysis of issues of access, inequality, power, and the distribution of resources. Students should gain an understanding of individual, group, inter-group, and intra-group perspectives, behaviors, and socialization practices regarding identity, relationships, values, ways of knowing, and world views. The central objective of the course is the development of a critical perspective regarding the meaning of multiculturalism and the significance of its role in educational settings.

LSE 254  
THE POLITICS OF EDUCATION  
Undergraduate  
This course examines school and other educational sites as political institutions. It explores the ways in which the goals, the content taught, and the organization of educational institutions are shaped by relations of power and by political trends in society. It also explores schools and classrooms as political terrains in which issues of power are contested along lines of race, class, ethnicity, gender, language, sexual orientation, and other forms of difference. The course considers ways in which schools may reproduce or contest the existing social order. The dynamic interplay of political context and the internal politics of schools will be studied theoretically and through specific issues such as language and immigration policy, affirmative action, educational vouchers, textbook selection, and educational reform movements. This course satisfies the self, society, & modern world requirement.

LSE 258  
EDUCATION AND SOCIAL JUSTICE  
Undergraduate  
A variable topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes. This course satisfies the self, society, & modern world requirement.
LSE 300
EDUCATION AND LITERATURE
Undergraduate
This course is designed to engage students in critical reflection, commentary, and evaluation of literature, informed by theoretical as well as aesthetic considerations. Literary works will be interpreted and analyzed regarding interactions between form and content, as well as effects of authors' treatment of material upon the construction of meaning. Primary goals are the enhancement of understanding, appreciation and enjoyment of literature. Social and cultural dimensions of literature will also be addressed within the context of examining educational issues such as: what it means to become educated in culturally diverse contexts; construction of identity; the development of values and world views; the individual in relationship to community and/or society; and relationships among artistic works, human experiences and education. This course satisfies the arts and literature requirement.

LSE 310
CONTEMPORARY ISSUES IN EDUCATION
Undergraduate
This is a variable topics course which examines the way current, significant issues affect, and are affected by education. Each quarter the course will focus on a contemporary problem or question with broad social, political, or cultural implications and will examine it from a multicultural perspective. Examples of topics are: homelessness, immigration and public education, privatization and corporate involvement in schools, youth culture and education, or the use and misuse of measures of achievement and ability. The course will explore the topic from multiple perspectives and draw on multiple disciplines. This course satisfies the self, society, & modern world requirement.

LSE 354
CULTURE, CONTEXT AND LEARNING
Undergraduate
This course is based on the premise that learning is situated in the context of dynamic interpersonal relationships through which critical thinking may be fostered and ideas challenged. Students will examine the intellectual, emotional, and intrapsychic processes by which knowledge is constructed and shaped by cultural meanings which validate particular forms of thought and structures of knowledge. Various theories of learning will be discussed as they inform educational practices and their underlying assumptions will be examined. In addition, this course will engage the cultural nature of all human activity, cognitive processes, and bodies of knowledge. Attention will be given to their historical role of race and class as they determine what bodies of knowledge and processes of learning are validated within the dominant culture. Students will engage in self-reflective experiences, theoretical analyses, and community based activities to examine the various meanings constructed as people learn within social and cultural contexts. This course satisfies the self, society, & modern world requirement.

LSE 362
IDENTITY AND EDUCATION
Undergraduate
This variable topics course will focus upon how individuals and groups take on identities and how education and schooling affect the process. It will use multiple perspectives and a variety of contexts (such as family, community, nation, and international communities) to analyze how notions of self are developed, forged, and named and how these notions change over time. It will also examine how identities are constructed in relationship to issues such as ethnicity, class, gender, sexual orientation, language, religion, culture, age, and ability and their interconnections in the lived experience of individuals and groups. This course satisfies the self, society, & modern world requirement.

LSE 380
PHILOSOPHICAL ISSUES IN EDUCATION
Undergraduate
This course is a critical inquiry to major philosophical writings in education. This course satisfies the philosophical inquiry requirement.
PREREQUISITE(S): PHL 100; SCU 207 highly recommended.

LSE 404
CHILD REARING ACROSS CULTURES
Graduate
Study of child-rearing practices, the effects of culture on cognitive development and the implications for teaching strategies for the child whose first language is not English.
LSE 420
COMPARATIVE EDUCATION
Graduate
This course is devoted to the study of historical and contemporary issues related to comparative education—with an emphasis upon early childhood, elementary, and secondary levels. Through a comparative study of educational public policy, we will examine assumptions about the aims and purposes of education and schooling in terms of economic, political and social dimensions. Major topics and issues addressed will include the following: examining what it means to be educated; examining similarities and differences in the ways developed and developing countries educate children and youth; the organization and structure of educational institutions; disconcerning implicit and explicit values in different approaches to teaching and learning; relationships between schools and communities; education and the issues of change and social justice.

LSE 430
EDUCATION AND SOCIAL JUSTICE
Graduate
A variable-topics course designed to examine education within a philosophical framework which focuses upon the relatively great potential of education as an agent for social justice and change. Through the examination of current issues and concerns, students are expected to engage in critical analysis, reflect upon theoretical frameworks, examine public policies and values, and consider ways in which schools and educators can promote the development of social justice. Each time the course is offered it will focus on one of the following topics: gender; ethnicity; language and culture; or social class and economic opportunity. For each topic, attention will be given to the issues of institutional responses to differences, equity, access and outcomes. (CROSS-LISTED with LSE 258)

LSE 438
GENDER AND EDUCATION
Graduate
A variable-topics course designed to actively engage students in examination of the literature and issues related to gender and education. Curriculum, teaching and learning, achievement, and the organization structure and culture of schools are among the key concerns. Gender will be addressed as it intersects with other forms of inequality and difference: race, ethnicity, class, etc. Each time the course is offered it will focus on a particular topic, but for each topic attention will be given to issues about institutional responses to inequality and differences.

LSE 450
DYNAMICS OF AFRI CAN-AMERIC AN CULTURE
Graduate
This course is intended for those interested in cultural and human relations in order that they may examine the contributions of the black person to American Culture; gain a functional understanding of the social, economic and political development of the black person on America itself. (Cross-listed with SOC 490).

LSE 460
INTERNATIONAL STUDIES IN EDUCATION
Graduate
This variable-topics course will focus upon educational issues in a particular country or region outside of the United States. Through comparative study, a number of issues will be addressed: aims and purposes of education and schooling; economic, political, social and cultural contexts of educational policies; similarities and differences in organization and structure of educational systems; relationships between home, community and educational institutions; education, development and issues of social change.

LSE 461
INTERNATIONAL STUDIES IN TEACHING AND LEARNING
Graduate
This variable-topics course will focus upon aspects of curriculum, teaching and learning in a particular country or region outside of the United States. It requires work in the chosen country or region under the guidance of teachers familiar with its educational practices. The course will examine how curriculum is organized, developed and implemented in classrooms and schools with concentration on particular subjects or levels. From a comparative perspective, particular attention will be paid to the values and assumptions underlying curriculum and teaching.
LSE 462
INTERNATIONAL FIELD EXPERIENCES IN EDUCATION
Graduate
Through clinical experience outside of the United States, students will observe, participate in and reflect upon teaching and learning in cultural settings that differ from their own. This field experience abroad provides an opportunity to develop an understanding of what it means to be educated in the context of another society or culture. The intent of this experience is to add more global perspective to one's own professional knowledge and practice. Variable credit, ranging from 2-8 quarter hours can be earned, dependent upon the nature and duration of this field experience.

LSI 96
FIELD EXPERIENCE FOR DUAL CERTIFICATION
Graduate
(non-credit) Required of all Dual Certification students. Observations and participatory experience with children and youth in a school or agency. The observation hours are a prerequisite for student teaching and related professional courses. A total of 200 hours are required.

LSI 346
STRATEGIES FOR MAINSTREAMING AND INCLUSION
Undergraduate
Focus will be on the practical problems related to the integration of exceptional children and youth into regular classrooms. Identification, characteristics, programs, curricular variations, and techniques for securing maximum development of students with a variety of special needs with emphasis on learning disabilities. The course also covers historical background, as well as current legal and service provision issues, including mainstreaming and inclusion. PREREQUISITE(S): Junior standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 430
INTRODUCTION TO ASSESSMENT OF READING AND LEARNING DISABILITIES
Graduate
This course introduces the student to concepts and procedures in assessment of literacy and learning disabilities. Emphasis will be given equally to a theoretical framework for testing and to practical applications with actual tests. Topics to be covered include standardized testing (test construction, reliability and validity, procedures for administering standardized tests, scoring, test interpretation, non-discriminatory testing, and cultural, linguistic, and technical limitations of standardized tests) criterion referenced assessment (informal, curriculum-based, authentic assessment, portfolio assessment) and, other modes of assessment (interviewing and case histories). The course will examine assessment of various cognitive abilities, oral language, and achievement in reading, spelling, and writing. Candidates will also be introduced to analysis and interpretation of tests, profiling and report writing.

Status as an Education student in the LSI program is a prerequisite for this class.

LSI 431
FOUNDATIONS OF LITERACY: ASSESSMENT AND INSTRUCTION I
Graduate
This course focuses on the nature of the reading process, current literacy theory and practices, and research-based instructional strategies to develop literacy skills in emergent and developing readers and students with reading/learning disabilities. Emphasis will be placed on understanding the reading process, analyzing and applying research-based instructional practices, administering, analyzing, and interpreting formal and informal reading assessments, and making informed instructional decisions to meet the unique needs of individual readers. Differences in reading abilities will be examined in light of providing appropriate, effective, and meaningful literacy instruction.

Status as an Education student in the LSI program is a prerequisite for this class.

LSI 432
DEVELOPING LITERACY: ASSESSMENT AND INSTRUCTION II
Graduate
LSI 432 focuses on the reading, writing and literacy development of the middle and high school student (Grades 5-12). Emphasis will be placed on understanding literacy, the reading process, the interaction of reading and learning, and the connections of reading and writing. All of the above will be examined taking into consideration the physical, emotional, social, and cognitive development of the middle level student, in conjunction with the diverse demands placed upon the student by the schools. In order to comprehend these complex relationships, philosophical approaches, theoretical models, assessment measures and practical implications will be analyzed. Finally, the role of technology in literacy will be examined. (Prerequisite: LSI 431).

LSI 431 and status as an Advanced Masters Education student are a prerequisite for this class.
LSI 433
DIAGNOSIS AND INTERVENTION FOR READING AND LEARNING DISABILITIES
Graduate
This course is designed to give the student an understanding of the characteristics of children with reading and learning disabilities, and of the process of diagnostic evaluation, test interpretation and report writing, and strategies for intervention. It is also designed to give some practical experience with selected tests used in diagnosis. Emphasis will be given to the use of case study material to help the student learn to analyze and interpret assessment data, write diagnostic results, and develop intervention strategies. (Prerequisite: LSI 430).

LSI 434
LITERATURE FOR SUCCESSFUL AND STRUGGLING READERS
Graduate
This course will familiarize students with different genres of quality children's literature and how to select and use books that are appropriate and meaningful for children and youth with and without reading disabilities. Students will discuss, analyze, and critique literary elements (author's style of writing, character development, setting, mood, and theme), determine estimated readability levels, and engage in reader response activities that promote critical discussion and a personal interaction with text. Students will become familiar with authors, illustrators, and books that represent diverse cultures, races, ethnic and ability groups, and develop meaningful literature extensions that support various curricular areas, develop literacy skills, and promote an enjoyment of reading.

Status as an Education student in the LSI program is a prerequisite for this class.

LSI 435
CURRICULUM, COLLABORATION, ADMINISTRATION AND SUPERVISION OF READING PROGRAMS
Graduate
This course will prepare the reading specialist to assume a leadership role within a school or district, to help develop and supervise reading programs, and to be instrumental in integrating good reading practices throughout the curriculum and across grade levels. Students will learn about the leadership role of the reading specialist as they explore the ways in which a reading specialist can be a teacher leader, curriculum developer, and liaison to parents and the community beyond the school.

Status as an Education student in the LSI program is a prerequisite for this class.

LSI 437
LEADERSHIP AND PROFESSIONAL DEVELOPMENT IN READING & LEARNING
Graduate
In this course, an emphasis will be placed on developing the necessary skills to provide leadership, professional development and support to school personnel in the area of literacy, particularly for struggling readers and those with learning disabilities. Students will engage in a variety of activities to promote the development of these skills which include but are not limited to planning and executing a professional development event, evaluating published reading programs to determine their alignment with research-based instructional practices, administering and interpreting findings from standardized measures of academic achievement, instructing others how to interpret findings from standardized measures of achievement and mentoring a colleague in the area of literacy instruction. (Prerequisites: LSI 431, and LSI 432).

LSI 438
READING COMPREHENSION FOR STRUGGLING READERS: LITERATURE-BASED AND CONTENT AREA INSTRUCTION
Graduate
This course is designed to contextualize comprehension strategy instruction in the framework of high-quality children's literature and content-area expository texts. Students will learn think-aloud strategies to use across genres, as well as explicit, research-based instructional practices in comprehension for struggling readers. Opportunities for students to model integrated strategy use with peers and participate in a service-learning project to engage struggling readers in meaningful interactions with texts will be provided. Students will also learn the characteristics of engaging, quality literature and well-structured, accessible expository texts, and apply this learning to support classroom teachers in selecting books to engage K-12 students of a variety of backgrounds and skill levels. The relationship between comprehension and writing instruction will also be explored.

LSI 440
SURVEY OF EXCEPTIONAL LEARNERS: PSYCHOLOGY AND EDUCATION
Graduate
A survey of exceptional learners and characteristics of students with both high- and low-incidence disabilities, with consideration of placements appropriate for children with such disabilities. Emphasis on historical, theoretical, practical and legal implications and issues. The course also addresses the importance of developing and maintaining collaborative relationships with parents and professionals in order to maximize the academic, social, and emotional benefits of all learners.
LSI 442
SURVEY AND CHARACTERISTICS OF THE EXCEPTIONAL LEARNER
Graduate
A survey of exceptional learners and characteristics of students with both high and low incidence disabilities, with consideration of alternative placements appropriate for children with various disabilities including the learning disabled. Emphasis on historical, theoretical, practical and legal implications and issues, as well as on the roles of special education professionals, including consultation and collaboration, in inclusion of exceptional learners.

LSI 443
PSYCHOLOGICAL TESTS AND METHODS IN DIAGNOSIS
Graduate
Principles of measurement and test construction including an evaluation of standardized test instruments. Principles of broad-based assessment involving case history, criterion-referenced tests and informal assessment. Emphasis on understanding the strengths and limitations of a wide variety of assessment instruments.

LSI 446
PSYCHOLOGY AND EDUCATION OF THE EXCEPTIONAL CHILD
Graduate
Identification, characteristics, programs, schools, curricular variations, techniques for securing maximal development. Includes historical background, current legal and service provision issues including mainstreaming and inclusion.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LSI 456
ADVANCED ISSUES AND STRATEGIES IN SPECIAL EDUCATION
Graduate
This course will examine current trends, issues, and strategies in the field of special education. This is an advanced course that will consider topics related to inclusion, overrepresentation, and transition services such as modifying curriculum, positive behavioral supports, collaboration and co-teaching, teacher scheduling, student scheduling, behavioral and academic data collection within general education classrooms, communication with families, developing and implementing IEP's, and managing paraprofessionals. Prerequisite: LSI 442 or LSI 446 or equivalent.

LSI 457
SEMINAR AND RESEARCH IN SPECIAL EDUCATION
Graduate
This course examines current research in special education including topics such as the social construction of special education; the assumptions of deficit vs. difference models of educational services; the overrepresentation of students of color and students from lower socioeconomic status backgrounds in special education; placement settings, inclusion, and service delivery models; and issues related to the short and long-term effects of special education on the lives of students with disabilities. Students select and pursue a topic of research interest and complete a professional portfolio. (Prerequisites: LSI 458, LSI 467, LSI 468, LSI 469).

LSI 458
TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES I
Graduate
Introduction to the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Emphasis on developing an understanding of supportive learning environments, classroom and behavior management; developing collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of students with high incidence disabilities are examined. Includes teaching social and emotional curricula; developing and implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the individual's self awareness, self-management, self control, self reliance, and self esteem are considered. (Prerequisite: LSI 442).
**LSI 461**
**COLLABORATIVE PRACTICE AND SPECIAL EDUCATION**
Graduate

The purpose of this course is to develop pre-service teachers' understanding of the importance of developing and maintaining collaborative relationships with parents and professionals in educational environments. Students will develop an understanding of professional and legal responsibilities, networks, organizations, and services available for students with disabilities and their families. Students will also examine various educational models for working collaboratively with teachers, parents, and support personnel in classrooms and schools. Students will articulate a personal philosophy and strategies for working collaboratively with families, teachers, paraprofessionals, and other professionals within educational environments.

**LSI 462**
**INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES I: ACCESSING GENERAL EDUCATION CURRICULUM**
Graduate

This course focuses general theories of learning, instructional modifications, accommodations, grouping strategies, technology, and assessments used for helping to provide students with disabilities access to general education curricula. Course topics will focus on the effectiveness of these strategies for working with students with mild, moderate, and severe disabilities. Students will begin to articulate a personal philosophy and approaches designed to enhance the educational experiences of children and youth with disabilities and they will begin to examine the relationship between schooling and long term outcomes.

**LSI 465**
**INDUCTION INTO THE FIELD OF EDUCATION**
Graduate

Designed primarily as a culminating course experience at the graduate level, this course utilizes a seminar approach to help students clarify their understanding of issues related to special education, general education, and teaching in urban schools. All students will prepare a portfolio based on their experiences within the graduate program. These portfolios will contain evidence of each student's development during the program and students will make connections between their own theoretical, philosophical, and professional orientations and the Urban Professional Multicultural Model.

**LSI 467**
**TEACHING STUDENTS WITH HIGH INCIDENCE DISABILITIES II**
Graduate

Continued study of the theoretical and practical approaches to instruction for students with high incidence disabilities across ages and levels of severity. Translation of diagnostic information into teaching strategies and development of an instructional plan (IEP) including transition needs. Emphasis on understanding theoretical models of literacy, literacy development, instructional strategies, and adjusting literacy instruction to meet the needs of diverse learners. Principles of diagnostic teaching will be discussed. Specific teaching techniques and materials will be reviewed, including appropriate uses of technology. (Prerequisite: LSI 442).

**LSI 468**
**TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES I**
Graduate

Introduction to the theoretical and practical approaches to instruction of children with low incidence disabilities including functional assessment and instructional strategies, curricular options and adaptations, as well as levels of participation and accommodation in the general curriculum. Emphasis will be placed on understanding theoretical models of language development and communication, instructional strategies for language and communication, and adjusting language instruction to meet the needs of diverse learners. Candidates will explore individualized planning (IEPs), transition needs, integration of related services into the instructional program, and strategies and materials for improving the social, emotional, and academic functioning of diverse students with low-incidence disabilities. (Prerequisite: LSI 442).

**LSI 469**
**TEACHING STUDENTS WITH LOW INCIDENCE DISABILITIES II**
Graduate

Continued study of the theoretical and practical approaches to instruction for diverse students with low incidence disabilities. Focuses on addressing the intellectual, educational, physical, motor, health, social, and transitional needs of diverse students with more severe low incidence disabilities. Examination of etiological factors, growth, development, and long-term outcomes. Developing collaborative efforts with family and multiple care and service providers is addressed. Provides strategies to facilitate maintenance and generalization of both academic and non-academic skills across learning environments. Includes experiences with assistive technology, community-based instruction, and designing and implementing a functional curriculum when needed. (Prerequisite: LSI 442).
LSI 475
METHODS OF TEACHING EARLY CHILDHOOD STUDENTS WITH LOW INCIDENCE DISABILITIES
Graduate
This course will focus on examining the developmental and learning characteristics of young children with low incidence disabilities. In specific, this course will focus on educating early childhood students with Autism Spectrum Disorders and those with Intellectual Disabilities. One of the primary goals of this course is to understand the learning needs of these children, and examine and evaluate various educational and therapeutic methods of working with them. A major part of this course will be devoted to characteristics associated with and interventions for children with Autism Spectrum Disorders.

LSI 476
SPECIAL EDUCATION CURRICULUM AND STRATEGIES FOR EARLY CHILDHOOD: HIGH INCIDENCE DISABILITIES
Graduate
Study of the theoretical and practical approaches to instruction for young children with high incidence disabilities. Emphasis placed on the development of supportive learning environments, using special curricular and behavioral management strategies for all early childhood settings; application of collaborative practices with multiple service providers and families to meet the needs of diverse learners with high incidence disabilities. Strategies and materials for improving the social, emotional, and academic adjustment and functioning of young children with high incidence disabilities are examined. Includes teaching social and emotional curricula, implementing functional behavioral assessment; and monitoring growth and development in targeted areas. Strategies to increase the young child are self-awareness, self-management, self control, self reliance, and self esteem are considered. Application of diagnostic information into teaching strategies and implementation of an instructional plan (IEP) is a central tenet of the course. (Pre-requisite: SCG 404 and T&L 427) 25 clock hours for Level II Experience.

LSI 542
TESTING/DIAGNOSIS OF READING & LEARNING DISABILITIES:PRACTICUM I
Graduate
Students participate in a clinical setting and evaluate children and adolescents with suspected learning problems. Under close instructor supervision, students will administer and interpret tests, deal with the ethics of testing, interpret and communicate results to parents, schools and other social agencies. (PREREQUISITES: LSI 430, LSI 431, LSI 432, LSI 433, LSI 434, LSI 435, LSI 436 and status as an Advanced Masters Education student are a prerequisite for this class.

LSI 543
DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES:PRACTICUM II
Graduate
Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and adolescents who have specific learning disabilities. (PREREQUISITES: LSI 430, LSI 431, LSI 432, LSI 433, LSI 434, LSI 435, LSI 436 and status as an Advanced Masters Education student are a prerequisite for this class.

LSI 544
DIAGNOSIS AND REMEDIATION OF LEARNING DISABILITIES:PRACTICUM III
Graduate
Clinical observation and practical application of the diagnostic-remedial process by working in a supervised clinical setting with children and adolescents who have specific reading disabilities. (PREREQUISITES: LSI 430, LSI 431, LSI 432, LSI 433, LSI 434, LSI 435, LSI 436 and status as an Advanced Masters Education student are a prerequisite for this class.

LSI 548
INDEPENDENT STUDY IN READING AND OTHER LEARNING DISABILITIES
Graduate
REREQUISITE(S): Permission of instructor, department chair and associate dean.

LSI 549
THESIS RESEARCH IN SPECIALIZ ED INSTRUCTION
Graduate
A Master of Arts candidate conducts original research, writes a thesis, and presents an oral defense before a committee of faculty members. PREREQUISITE(S): SCG 410 and approved thesis proposal.
LSI 552  
**PRACTICUM EXPERIENCE WITH HIGH INCIDENCE DISABILITIES**  
**Graduate**  
Six weeks of supervised field experience in a cooperating school working with students with high incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered. (Prerequisites: LSI 458, and LSI 467).

LSI 553  
**PRACTICUM EXPERIENCE WITH LOW INCIDENCE DISABILITIES**  
**Graduate**  
Six weeks of supervised field experience in a cooperating school working with low incidence disabilities, together with structured opportunities for feedback and discussion of issues and problems encountered. (Prerequisites: LSI 468, and LSI 469).

LSI 585  
**STUDENT TEACHING AND SEMINAR IN SPECIAL EDUCATION-ELEMENTARY EDUCATION**  
**Graduate**  
Five school days per week in supervised teaching experience for a full academic quarter. Students will also attend a student teaching seminar one day per week where they will discuss issues related to this experience. Faculty advisors and the Director of Student Teaching, working in conjunction with individual students, will determine appropriate student teaching placements. (Prerequisite: Permission required).

LSI 597  
**EARLY CHILDHOOD EDUCATION SPECIAL EDUCATION PRACTICUM**  
**Graduate**  
Supervised teaching in a cooperating school serving young children with disabilities for three hundred clock hours; arranged in collaboration with supervising faculty member and the Field Experience Office. Candidates will reflect upon their teaching experiences with young children with disabilities; collaborate with colleagues and instructor to identify alternative strategies for problematic situations. PREREQUISITE(S): Application and approval required. Open only to DePaul students.

LSI 600  
**REGISTERED STUDENT IN GOOD STANDING**  
**Graduate**  
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

LSI 606  
**REVIEW OF LITERATURE**  
**Graduate**  
This paper will give students the opportunity to develop and demonstrate written competence in a subfield of their disciplines and to enhance life-long learning. Specifically, they will broaden their knowledge base and inform themselves about a topic, issue, theory, etc., reviewing and synthesizing existing literature. To do so, students will need a variety of bibliographic skills including searching data bases. In other words, students will need to be able to ask and answer such questions as "What is known about? What are major issues and themes?"

LSI 607  
**INTEGRATIVE PAPER**  
**Graduate**  
Students will observe and/or participate in the reciprocal interaction of theory and practice, by investigating actual practice in the field as it relates to theory. This might take the form of investigating how a particular theory is applied in the field, developing a practical application of a theory, or conversely, developing/refining a theory based on investigations made in the field. In other words, as graduates encounter new theories and practices they will need to be able to investigate and evaluate them, asking and answering questions about "How theories work."
LSI 608
CAPSTONE IN LANGUAGE, LITERACY, AND SPECIALIZED INSTRUCTION
Graduate
Culminating experience(s) that help(s) students acquire the qualities of professionalism and leadership needed to play a significant role in
one's professional education community. Students are expected to situate and understand educational issues in a larger context; keep current
in and be able to organize and present a body of research on an education-related question; connect research with practical, professional
activity; demonstrate mastery of a sub-field of a discipline; write in a format that meets accepted scholarly criteria and participate in an
ongoing professional conversation. A final product such as master's paper(s), comprehensive exam, or collection of professional work
products is required.

LSI 625
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for
their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required.
Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

LSP 110
DISCOVER CHICAGO
Undergraduate
Discover Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people,
institutions, organizations and urban issues. Students also learn about university life, resources, and strategies for how to achieve
academically. Learning is accomplished through a variety of means, but particularly through first-hand observation, active participation,
personal discovery, and reflection. The course begins with an immersion week one week prior to the official start of the autumn quarter.
Classes continue to meet throughout the autumn quarter. Topics for Discover Chicago courses vary and students select one of interest and
then investigate the subject using Chicago as a learning lab and site of discovery. First-year students must register for either LSP 110 or LSP
111. Students will receive credit for only one section of LSP 111, Explore Chicago or LSP 110, Discover Chicago. Students who received credit
for LSP 111 cannot receive credit for LSP 110. Courses offered during the autumn quarter and available to first-year students only. Formerly
ISP 103.

LSP 111
EXPLORE CHICAGO
Undergraduate
Explore Chicago courses acquaint first-year DePaul students with the metropolitan community, its neighborhoods, cultures, people,
institutions, organizations, and issues. Students also learn about university life, resources, and strategies for how to achieve academically.
Learning is accomplished through a variety of means, but particularly through lecture, discussion, guest lecturers, first-hand observation,
active participation, personal discovery, and reflection. Topics for Explore Chicago courses vary and students select one of interest, and then
investigate the subject area using Chicago as a backdrop of inquiry. First-year students must register for either LSP 110 or LSP 111 . Students
will receive credit for only one section of LSP 110, (Discover Chicago) or LSP 111, (Explore Chicago). Students who received credit for LSP
110 cannot receive credit for LSP 111. Courses offered during the autumn quarter and available to first-year students only. Formerly ISP 102.

LSP 112
FOCAL POINT SEMINAR
Undergraduate
Focal Point Seminars provide first-year DePaul students with the opportunity to learn how to closely examine a single topic, such as: a well-
known person, place, event, issue, or text. Students discover the complexity of a subject by studying it from the perspectives of multiple
disciplines and different fields of inquiry, and by reading and extensively writing about it. Because the class is a seminar, students also debate
the topic through lively class discussions. Topics for Focal Point Seminars vary, and students have the opportunity to select a seminar that
piques their curiosity, and connects with intellectual goals and interests. Students will receive credit for only one section of LSP 112, Focal
Point Seminar. Courses available to first-year students only. Formerly ISP 101.

WRD 103 or HON 100 is a prerequisite for this class.
LSP 120
QUANTITATIVE REASONING & TECHNOLOGICAL LITERACY I
Undergraduate
This course provides a mathematical foundation for students to become confident and critical users of quantitative information of all kinds: numerical, graphical, and verbal. Students analyze data from a wide variety of fields, making and critiquing quantitative arguments. Mathematical topics include proportional reasoning and rates, the making and interpretation of graphs, linear and exponential models, logarithms, and finance. The course is taught in a hands-on laboratory environment where students are introduced to computer tools for data analysis and presentation. PREREQUISITE(S): MAT 100, MAT 101, or demonstrating readiness via the math placement test taken at matriculation. As an alternative to taking LSP 120, this requirement can be met by passing a separate LSP 120 Proficiency Exam (see qrc.depaul.edu). A student whose major requires calculus is exempt from this requirement. Formerly ISP 120.

ISP 110 or MAT 100 or MAT 101 or placement by test is a prerequisite for this class.

LSP 121
QUANTITATIVE REASONING AND TECHNOLOGICAL LITERACY II (FORMERLY ISP 121)
Undergraduate
This course provides more advanced mathematical and computational methods in the analysis and interpretation of quantitative information. Topics include databases, descriptive statistics, measures of association and their interpretation, elementary probability theory, and an introduction to algorithms and computer programming. The course is taught in a hands-on laboratory environment where students are introduced to advanced computer tools for data analysis, including databases and a professional statistical software package. PREREQUISITE(S): LSP 120 or a passing score on the LSP 120 Proficiency Exam. As an alternative to taking LSP 121, this requirement can be met by passing a separate LSP 121 Proficiency Exam (see qrc.depaul.edu). A student whose major requires calculus is exempt from this requirement. Formerly ISP 121.

LSP 120 or (MAT 147 or above) is a prerequisite for this class.

LSP 200
SEMINAR ON MULTICULTURALISM IN THE UNITED STATES
Undergraduate
This course provides the opportunity for students to learn about some dimension of multiculturalism relevant to the United States, as considered in the context of the global community. Multiculturalism includes questions of ethnicity, race, class, gender, language, religion, and sexual orientation. Courses pay attention to the history of multiculturalism; examine the experiences and perspectives of at least three distinct cultural groups; develop a critical perspective about meanings of multiculturalism; and investigate the historical roots of inequalities related to differences in class, ethnicity, gender, age, language, religion, ability, and sexual orientation. Topics of seminars vary and students select a course that interests them. Students can complete only one course numbered LSP 200. Formerly ISP 200.

LSP 320
PEER EDUCATION THEORY AND PRACTICE
Undergraduate
This course is designed to introduce students to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. The course also prepare students to serve, if selected, as peer educators for incoming students in the upcoming autumn quarter. Formerly ISP 320.

LSP 321
PEER EDUCATION THEORY AND PRACTICE II (FORMERLY ISP 321)
Undergraduate
This course is designed to support students chosen to serve as peer educators to the principles and practices of how to mentor first-year students into the academic, intellectual and social life of the University. Formerly ISP 321.

LST 200
FOUNDING MYTHS AND CULTURAL CONQUEST IN LATIN AMERICA
Undergraduate
This course challenges students to connect the cataclysmic formation of the Latin Americas from the cultures of Europe, Africa, and the Native (indigenous) peoples with the processes that inform our modern world. Colonialism, social stratification and forms of conflict and rebellion all played pivotal roles in the formation of Latin America from origins to the 18th century. The history and culture of the region is presented from many perspectives and across many disciplines.
LST 201
STRUGGLE AND RESISTANCE IN LATIN AMERICA
Undergraduate
Latin America is more than a geographical reality. This interdisciplinary course asks how Latin America has been forged through local and global struggles for economic sovereignty, political self-determination, social and cultural identities in the 19th, 20th, and 21st centuries. Students will be introduced to the histories of economic dependence after the dawn of political independence, the intertwined dynamics of U.S. interventionism and Latin American resistance, the making of indigenous movements, as well as the interrelated issues of gender, race, and sexuality.

LST 202
CONSTRUCTING LATINO COMMUNITIES
Undergraduate
This course is an interdisciplinary introduction to Latino Studies. It explores the socio-historical background of the major Latino groups in the United States, and the economic, political, and cultural factors that converge to shape Latino group identity. This course examines contemporary issues affecting Latinos including the evolution of Latino ethnicity, immigration, transnationalism and the formation of Latino communities, activism, and media representations of Latinos.

LST 203
MEDIA AND CULTURAL STUDIES ACROSS THE AMERICAS
Undergraduate
LST 203 is an introduction to media and cultural studies with a specific focus on cultural transactions in the American hemisphere, particularly as they reflect the relationship of the U.S. to Latin America, Central America, Mexico, and the Caribbean. This course studies the history of national and cultural identities and social struggle, especially with regard to a north/south relationship, imperialism, revolution and social change, tourism, globalization, postcolonialism and the construction of gender, sexuality, race, and ethnicity. Students examine how relationships across the Americas have been depicted in popular culture and the social and political meanings of these representations.

LST 243
SURVEY OF LATIN AMERICAN ART (CROSS-LISTED AS ART 243)
Undergraduate
This course offers an overview of the principal developments in the history of Latin American art, from prehistoric times to the modern period. The course will view pre-Columbian, colonial and modern Latin American art contextually as artistic traditions are considered in light of major historical changes. (Cross-listed with ART 243)

LST 247
ART OF THE ANCIENT AMERICAS (CROSS-LISTED AS HAA 245)
Undergraduate
This class surveys the art of the ancient Americas (circa 1000BC-1520AD), with a focus on the most artistically significant civilizations of Mesoamerica and South America and some of the difficulties encountered in studying them. Lectures will explore visual traditions as diverse as the people they reflect; cultures to be covered include the Olmec, Maya and Aztec of Mesoamerica, and the Moche and Inca of Peru. Course material will constantly probe the relationship between the visual forms studied and their likely political and/or social function; however, especially because of the scarcity of primary source texts, the class will also regularly raise questions of methodology in pre-Columbian scholarship. Students should emerge from the class with a grasp of the contribution of specific scholars of pre-Columbian art, with an appreciation of some of the problems of its study, and with the understanding of some of the most significant-and heterogeneous-artistic forms from the ancient Americas. Cross-listed as HAA 245.

LST 248
ART IN THE SPANISH AMERICAN EMPIRE (CROSS-LISTED WITH HAA 246/ CTH 250)
Undergraduate
This course offers a critical survey of the art of colonial Latin America (circa 1520s-1820s), from the Caribbean to Mexico, Central America, and South America. Framed by the Spanish Conquest of the 16th century and Independence in the early 19th century, lectures will survey state-sanctioned arts of the Iberian colonizers, including the foundations of the Catholic Church across the "New World" landscape. Race will be a frequent issue of discussion as we consider both indigenous American and African participation in social realities and artistic practice in this colonial context.. Cross-listed with HAA 246 and CTH 250.
LST 249
MODERN LATIN AMERICAN ART (CROSS-LISTED WITH HAA 247)
Undergraduate
This lecture class is a survey of Latin American art created since the Wars of Independence which helped to create the modern nations in the 19th century (i.e. 1820s through the present). Lectures consider the struggle of artists to articulate newly sovereign identities through visual production, even as complicated relationships with Europe and increasingly, the United States, continue. Topics covered include Latin American modernism, surrealism, radical arts, and social realism, with a special consideration of post-revolutionary Mexican mural painting. Cross-listed with HAA 247.

LST 290
LATINO RELIGIOUS EXPERIENCE IN THE UNITED STATES (CROSS-LISTED AS REL 113)
Undergraduate
An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture. Cross-listed with REL 113.

LST 291
LOOKING FOR GOD IN LATIN AMERICA (CROSS-LISTED AS REL 291)
Undergraduate
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S. Cross-listed with REL 291.

LST 300
SPECIAL TOPICS IN LATIN AMERICAN STUDIES
Undergraduate
SPECIAL TOPICS IN LATIN AMERICAN STUDIES

LST 303
BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/ A BORDERLANDS
Undergraduate
In this course we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural “borderlands” has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of pan-ethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefor investigate the use and limits of recent “border theory”.

LST 305
LATINO COMMUNITIES AND SOCIAL ENGAGEMENT
Undergraduate
In-depth, critical examination of different Latino communities. Topics include: Mexican-American Community, Puerto Rican Community and Cuban-American Communities.

LST 306
LATINO COMMUNITIES IN CHICAGO
Undergraduate
This course studies Latino Communities, focusing on their cultural and historical constructions from a community based learning experience.

LST 307
GROWING UP LATINO/ LATINA IN THE U.S.
Undergraduate
A critical as well as a community based examination of the experiences of growing up as a Latino/Latina person in the United States.
LST 308
MOTHERHOOD IN LATINO COMMUNITIES
Undergraduate
This is an intellectual, as well as a community based exploration of motherhood in Latino communities and the theories of motherhood in feminist criticism throughout Latin America. Other topics: fatherhood, the extended family and the community as family.

LST 309
SOCIAL ENGAGEMENT AND LATINO FAMILIES
Undergraduate
Social Engagement And Latino Families

LST 310
SPECIAL TOPICS: LATINOS IN THE U.S.
Undergraduate
SPECIAL TOPICS: LATINOS IN THE U.S.

LST 311
CONTEMPORARY ISSUES AND SOCIAL ENGAGEMENT
Undergraduate
Contemporary Issues And Social Engagement

LST 312
LATINA/O SEXUALITIES
Undergraduate
In this course the construction of sexuality as experienced by Latina/os will be examined through the analysis of recent interdisciplinary scholarship, literary selections and other popular cultural forms. We consider how gender and sexuality are constructed, enacted, represented, and communicated in a range of Latino/a communities and subcultures. Our analysis of readings/films/music will allow us to understand the changing and contested meanings of gender and sexuality within Latino/a culture.

LST 321
GLOBALIZATION IN THE AMERICAS
Undergraduate
In this course, we examine the processes of globalization in the Americas. The world seems to be a smaller place--accessible through the internet and global markets--and national borders seem to be more porous than ever before. Various agents--corporations, people, political organizers and organizations--are able to work on a global scale. Many critics argue that globalization has created a larger division between the wealthy and the poor. How has globalization affected the way we live our lives? In this course, we discuss the many debates around globalization and the political situation in Latin America, North America, and the Caribbean as well as the global justice movements that address inequity and injustice. You will become familiar with these debates and their histories, particularly with the growing anti-globalization position taken by many political leaders in Latin America. In this course, you will take a position regarding this contemporary political arena and become well-acquainted with various trends, policies, and activist movements around globalization. You will analyze your place in this political arena and determine how you will negotiate your position. We discuss the impact of various international organizations and trade agreements, from IMF, the World Trade Organization, the UN, the Organization of American States, NAFTA, and the Free Trade Area of the Americas. We will analyze the protest movements in Cancun and Seattle. We look at the increasing tourist apartheid in different parts of the Americas, particularly in the Caribbean. We discuss the impact and organization of international activism from anti-globalization movements to global justice movements. We will discuss and debate strategies for resistance. We access many of these issues through cultural productions (film, tv, advertisements, etc) that address the difficult dilemmas of neo-liberalism (rule of the market).

LST 322
MEXICAN CINEMA
Undergraduate
In this course we analyze the history and practice of a national cinema in relation to government film policy, filmmaking practices and programs, intellectual and cultural context, and national and popular concerns. We study various facets of Mexican cinema from conceptions of race/gender/sexuality, major figures of cinema, and the current conditions of Mexican Cinema. We will explore Mexican Cinema in relation to other film industries of the Americas, especially in relation to the United States and Hollywood and to the oppositional political practices of the New Latin American cinema of the sixties and seventies.
LST 330
LATINOS IN EDUCATION
Undergraduate
This course examines historical and current issues related to the education of Latinos in the US that range from PK-12 to higher education. The course explores the sociolinguistic, historical, sociocultural, legal and political contexts that shape the educational experiences of Latinos in the US, paying particular attention to policy and the current state of affairs in the education of Latinos. The Latino Diaspora will also be explored.

LST 336
EXPERIENCING MEXICAN ART
Undergraduate
The history of Mexican art in the Modern era. Some sections of this course will engage students in studio problems that address specific issues in the history of Mexican culture.

LST 338
COLONIAL LATIN AMERICAN ART
Undergraduate
This course will survey painting, sculpture, architecture, and the decorative arts in the Americas from contact with Europe up through independence movements of the 19th century. Special attention will be given to the intersection of artistic production with broad social, economic and political trends.

LST 348
INDIGENOUS POLITICAL STRUGGLES
Undergraduate
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels.

LST 390
SENIOR SEMINAR (CROSS-LISTED AS SOC 390 & INT 301)
Undergraduate
A capstone course that integrates the students' prior course work and experiences by allowing the student to define a final culminating project. The seminar functions as a coordinated independent study course with extensive participation of Latin American and Latino Studies Program faculty.

LST 392
INTERNSHIP
Undergraduate
INTERNSHIP

LST 394
THESIS
Undergraduate
THESIS

LST 395
TRAVEL STUDY
Undergraduate
TRAVEL/STUDY

LST 399
INDEPENDENT STUDY
Undergraduate
INDEPENDENT STUDY
The objective of this course is to increase the students’ competence in working with numbers of ordinary arithmetic, using a large variety of practical problems and situations from basic sciences as motivation. Formerly WRC 104.

An introduction to functions, linear equations, linear inequalities, absolute values, systems of linear equations, exponents, and polynomials. Formerly WRC 204.

MAT 094 or placement is a prerequisite for this course.

An introduction to the algebra needed for quantitative reasoning with a focus on functions and modeling. This course emphasizes the applications of elementary algebra and the use of functions to model and analyze real-world situations. Topics include functions from graphical, tabular, and symbolic points of view and models using linear, quadratic, power, exponential, and logarithmic functions. Graphing technology is extensively used. This course is prerequisite to LSP 120 and is intended for students continuing on to LSP 120. This course is not recommended for students whose plan of study includes calculus.

MAT 094 or placement is a prerequisite for this course.

Functions, factoring, rational expressions, roots, radicals, quadratic equations, quadratic inequalities.

MAT 095 is a prerequisite for this class.

This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, number systems, the decimal system, the number line, rounding, fractions, percentages, addition and subtraction.

MAT 101 or LSP 120 or equivalents or placement by test is a prerequisite for this class.

This course gives students a deeper understanding of the foundations of elementary mathematics. Topics include problem solving, fractions, percentages, addition, subtraction, multiplication, and division.

MAT 110 is a prerequisite for this class.

Students with very little mathematical background and little or no computing background will be given a brief introduction to the use of Microsoft Excel for mathematical purposes. This will be followed by a brief discussion of chance, gambling, and probability. Several popular games (such as lotteries, roulette, craps, and poker) will be considered both from a theoretical point of view and by means of very simple computer simulation. At the end, we will discuss briefly topics from game theory such as zero-sum games and game with cooperation.

MAT 094 or placement is a prerequisite for this course.
MAT 115  
MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS III  
Undergraduate  
Continuation of Math 110-111.

MAT 111 is a prerequisite for this class.

MAT 130  
PRECALCULUS  
Undergraduate  
Functions and their graphs, exponential and logarithmic functions, inverse functions, polynomial and rational functions.

MAT 101 or placement by test is a prerequisite for this class.

MAT 131  
TRIGONOMETRY  
Undergraduate  
Trigonometric functions, inverse trigonometric functions, trigonometric identities, laws of sines and cosines, polar coordinates and complex plane.

MAT 130 or equivalents or placement by test is a prerequisite for this class.

MAT 135  
BUSINESS CALCULUS I  
Undergraduate  
Differential calculus of one or more variables with business applications. Formerly BMS 125.

MAT 130 or equivalent is a prerequisite for this class.

MAT 136  
BUSINESS CALCULUS II (FORMERLY BMS 126)  
Undergraduate  
Integral calculus, matrix algebra, and probability theory with business applications. Formerly BMS 126.

BMS 125 is a prerequisite for this class.

MAT 137  
BUSINESS STATISTICS  
Undergraduate  
Basic concepts of statistics and applications; data analysis with the use of Excel; theoretical distributions; sampling distributions; problems of estimation; hypothesis testing; problems of sampling; linear regression and correlation. Formerly BMS 142.

MAT 136 or equivalent is a prerequisite for this class.

MAT 140  
DISCRETE MATHEMATICS I  
Undergraduate  
Combinatorics, graph theory, propositional logic, singly-quantified statements, operational knowledge of set theory, functions, number systems, methods of direct and indirect proof.

MAT 130 or above or equivalents or placement by test is a prerequisite for this class.

MAT 141  
DISCRETE MATHEMATICS II  
Undergraduate  
Methods of direct and indirect proof, set theoretic proofs, sequences, mathematical induction, recursion, multiply-quantified statements, relations and functions, complexity.

MAT 140 is a prerequisite for this class.
MAT 147
CALCULUS WITH INTEGRATED PRECALCULUS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, and applications, with precalculus review included for each topic. The full MAT 147-8-9 sequence will cover all the material of MAT 150-1-2 plus additional precalculus material.

MAT 130 or equivalents or placement by test is a prerequisite for this course.

MAT 148
CALCULUS WITH INTEGRATED PRECALCULUS II
Undergraduate
Extrema, curve sketching, related rates, definite and indefinite integrals, applications of the integral, exponential and logarithmic functions, with precalculus review included for each topic.

MAT 147 is a prerequisite for this class.

MAT 149
CALCULUS WITH INTEGRATED PRECALCULUS III
Undergraduate
Techniques of integration, L'Hopital's rule, improper integrals, Taylor polynomials, series and sequences, first-order differential equations, with precalculus review included for each topic.

MAT 148 is a prerequisite for this class.

MAT 150
CALCULUS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, exponential and logarithmic functions, related rates and other applications.

MAT 131 or placement by test is a prerequisite for this course.

MAT 151
CALCULUS II
Undergraduate
Applications of the derivative, extrema, curve sketching, definite and indefinite integrals, applications of the integral.

MAT 150 or MAT 160 or MAT 170 is a prerequisite for this class.

MAT 152
CALCULUS III
Undergraduate
Techniques of integration, L'Hopital's rule, improper integrals, series and sequence Taylor polynomials.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 160
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS I
Undergraduate
Limits, continuity, the derivative, rules of differentiation, exponential and logarithmic functions, related rates and other applications. Course meets for an additional 1.5 hour lab session each week in order to cover the material in greater depth. Students considering a math major are advised to take the 160 or 170 sequence.

MAT 131 or placement by test is a prerequisite for this class.
MAT 161  
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS II  
Undergraduate  
Applications of the derivative, extrema, curve sketching, definite and indefinite integrals, applications of the integral. Course meets for an additional 1.5 hour lab session each week in order to cover the material in greater depth.

MAT 150 or MAT 160 or MAT 170 is a prerequisite for this course.

MAT 162  
CALCULUS FOR MATHEMATICS AND SCIENCE MAJORS III  
Undergraduate  
Techniques of integration, L'Hopital's rule, improper integrals, series and sequences, Taylor polynomials. Course meets for an additional 1.5 hour lab session each week in order to cover the material in greater depth.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 170  
CALCULUS I WITH SCIENTIFIC APPLICATIONS  
Undergraduate  
The course will cover the following topics using examples from the sciences: Functions as models, logarithmic scale graphing, exponential growth and decay, difference equations and limits of sequences, geometric series, functions and limits, trigonometric functions and their limits, continuity, limits at infinity, the derivative, differentiation rules, derivatives of trigonometric and exponential functions, related rates, derivatives of inverse and logarithmic functions. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course. Students majoring in the sciences should consult with their major department to decide between the 160 and 170 sequences.

MAT 131 or placement by test is a prerequisite for this class.

MAT 171  
CALCULUS II WITH SCIENTIFIC APPLICATIONS  
Undergraduate  
The course will cover the following topics using examples from the sciences: Applications of the derivative including approximation and local linearity, differentials, extrema and the Mean Value Theorem, monotonicity and concavity, extrema, inflection points, graphing, L'Hospital's Rule, optimization, and the Newton-Raphson method, antiderivatives, the definite integral, Riemann sums, the Fundamental Theorem of Calculus, area, cumulative change, average value of a function, and techniques of integration: substitution rule and integration by parts. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course.

MAT 150 or MAT 160 or MAT 170 is a prerequisite for this class.

MAT 172  
CALCULUS III WITH DIFFERENTIAL EQUATIONS  
Undergraduate  
This course is designed for students in the life sciences and covers some topics from MAT 152, differential equations and an introduction to the Calculus of functions of several variables. Specific topics are as follows. Numerical integration, partial fraction expansions, Taylor approximations of a function, differential equations, separation of variables, slope fields, Euler's existence theorem, polygonal approximations to solutions of differential equations, the logistic equation and allometric growth models, equilibria of differential equations and their stability, applications of stability theory, functions of several variables, partial derivatives, directional derivative and the gradient. Course meets for an additional lab session each week during which time students will work on applied mathematics projects based on the topics covered in the course.

MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 207  
HISTORY OF PROBABILITY AND STATISTICS  
Undergraduate  
History Of Probability And Statistics
MAT 215
INTRODUCTION TO MATHEMATICAL REASONING
Undergraduate
An introduction to basic concepts and techniques used in higher is mathematics courses: set theory, equivalence relations, functions, cardinality, techniques of proof in mathematics. The emphasis on problem solving and proof construction by students. The department recommends that students take this course no later than the spring quarter of the sophomore year.

MAT 149 or MAT 152 or MAT 162 or MAT 172 is a prerequisite for this class.

MAT 220
LINEAR ALGEBRA WITH APPLICATIONS
Undergraduate
(Primarily for non-mathematics majors.) Systems of linear equations, matrices and matrix algebra, determinants, applications to linear programming, graph theory, etc.

MAT 141 or MAT 148 or MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 242
ELEMENTS OF STATISTICS
Undergraduate
Descriptive statistics, elements of probability, the binomial and normal probability models; large and small sample hypothesis testing, correlation and regression analysis. Use of computer packages. This course does not count toward mathematics major credit. Cross-listed with SOC 279.

MAT 101 or above or placement by test is a prerequisite for this class.

MAT 260
MULTIVARIABLE CALCULUS I
Undergraduate
Vectors in 2-space and 3-space, vector-valued functions, cylindrical and spherical coordinates, multivariable functions, partial differentiation with applications to extrema.

MAT 149 or MAT 152 or MAT 162 or MAT 172 is a prerequisite for this class.

MAT 261
MULTIVARIABLE CALCULUS II
Undergraduate
Multiple integration, line and surface integrals, change of variable in multiple integration, Green's and Stokes' theorems.

MAT 260 is a prerequisite for this class.

MAT 262
LINEAR ALGEBRA
Undergraduate
Systems of linear equations and matrices; vectors in n-space; vector spaces: linear combinations, linear independence, basis; linear transformations, change of basis, eigenvalues and eigenvectors.

MAT 260 is a prerequisite for this class.

MAT 301
HISTORY OF MATHEMATICS
Undergraduate
History of mathematics with problem solving.

MAT 141 or MAT 215 is a prerequisite for this class.
MAT 302
COMBINATORICS
Undergraduate
Methods of counting and enumeration of mathematical structures. Topics include generating functions, recurrence relations, inclusion relations, and graphical methods.

MAT 141 or MAT 215 is a prerequisite for this class.

MAT 303
THEORY OF NUMBERS
Undergraduate
A study of properties of integers: divisibility; Euclid's Algorithm; congruences and modular arithmetic; Euler's Theorem; Diophantine equations; distribution of primes; RSA cryptography.

MAT 141 or MAT 215 is a prerequisite for this class.

MAT 304
DIFFERENTIAL EQUATIONS
Undergraduate
Linear equations, systems with constant coefficients, series solutions, Laplace transforms, and applications. Formerly MAT 338. CO-REQUISITE(S): MAT 261.

MAT 261 is a corequisite for this class.

MAT 309
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Undergraduate

SE 364 is a prerequisite for this class.

MAT 310
ABSTRACT ALGEBRA I
Undergraduate
The first quarter of a 3-quarter sequence. Topics in the sequence include the integers; abstract groups, rings, and fields; polynomial rings; isomorphism theorems; extension fields; and an introduction to Galois theory. MAT 303 is highly recommended.

MAT 262 and (MAT 141 or MAT 215) are a prerequisite for this class.

MAT 311
ABSTRACT ALGEBRA II
Undergraduate
Continuation of 310.

MAT 310 is a prerequisite for this class.

MAT 312
ABSTRACT ALGEBRA III
Undergraduate
Continuation of 311.

MAT 311 is a prerequisite for this class.

MAT 320
GEOMETRY I
Undergraduate
Incidence and separation properties of plane; congruence; parallel postulate; area theory; ruler and compass construction.

MAT 141 or MAT 215 is a prerequisite for this class.
MAT 321
GEOMETRY II
Undergraduate
Introduction to solid geometry and noneuclidean geometry (hyperbolic and spherical models); other special topics.

MAT 320 is a prerequisite for this class.

MAT 323
DATA ANALYSIS AND STATISTICAL SOFTWARE I (CROSS-LISTED AS CSC 323)
Undergraduate
Computing with a statistical package. Introduction to data analysis, elementary statistical inference, regression and correlation. This course does not count toward mathematics major credit.

MAT 130 or placement by test is a prerequisite for this class.

MAT 324
DATA ANALYSIS & STATISTICAL SOFTWARE II (CROSS-LISTED WITH CSC 324)
Undergraduate
Advanced features and applications of the statistical package used in 323.

MAT 323 is a prerequisite for this class.

MAT 326
SAMPLE SURVEY METHODS
Undergraduate

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 328
DESIGN OF EXPERIMENTS
Undergraduate
Linear models and quadratic forms. Single, two and several-factor experiments, incomplete designs, confounding and fractional factorial experiments. Response surfaces and partially balanced incomplete block designs.

MAT 349 or MAT 353 is a prerequisite for this class.

MAT 330
METHODS OF COMPUTATION AND THEORETICAL PHYSICS I
Undergraduate
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics.

MAT 261 is a prerequisite for this class.

MAT 331
METHODS OF COMPUTATION AND THEORETICAL PHYSICS II
Undergraduate
Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. Lab Fee. COREQUISITE(S): MAT 261.

MAT 261 is a prerequisite for this class.

MAT 335
REAL ANALYSIS I
Undergraduate
Real number system, completeness, supremum, and infimum, sequences and their limits, lim inf, lim sup, limits of functions, continuity.

(MAT 149 or MAT 152 or MAT 162 or MAT 172) and (MAT 141 or MAT 215) are a prerequisite for this class.
MAT 336
REAL ANALYSIS II
Undergraduate
Properties of continuous functions, uniform continuity, sequences of functions, differentiation, integration. To follow 335 in the Winter Quarter.

MAT 335 is a prerequisite for this class.

MAT 337
COMPLEX ANALYSIS
Undergraduate
Complex functions; complex differentiation and integration; series and sequences of complex functions.

MAT 261 and MAT 335 is a prerequisite for this class.

MAT 340
TOPOLOGY
Undergraduate
An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

(MAT 141 or MAT 215) and (MAT 220 or MAT 262) is a prerequisite for this class.

MAT 341
STATISTICAL METHODS USING SAS
Undergraduate

MAT 342
ELEMENTS OF STATISTICS II
Undergraduate
Multiple regression, correlation, analysis of variance, time series, and sampling. Course content and emphases will vary with students' needs and backgrounds.

MAT 137 or MAT 157 or MAT 323 or MAT 348 is a prerequisite for this class.

MAT 343
BUSINESS STATISTICS II (FORMERLY BMS 342)
Undergraduate
Multiple regression, correlation, analysis of variance, time series and sampling. Statistical theory applied to business. Use of a statistical computing packages. Course content will vary with the needs and desires of individual students. MAT 137 is recommended.

MAT 348
APPLIED STATISTICAL METHODS
Undergraduate
Introduction to statistical software (which will be used throughout the course). Descriptive statistics; elementary probability theory; discrete and continuous probability models; principles of statistical inference; Simple linear regression and correlation analysis.

MAT 148 or MAT 151 or MAT 161 or MAT 171 is a prerequisite for this class.

MAT 349
APPLIED STATISTICAL METHODS II
Undergraduate
A continuation of Mathematics 348. Multiple regression; analysis of frequency data, ANOVA and some experimental designs; nonparametric inference and time series analysis. Use of statistical software.

MAT 348 is a prerequisite for this class.
MAT 351
PROBABILITY AND STATISTICS I
Undergraduate
Probability spaces, combinatorial probability methods, discrete and continuous random variables and distributions, moment generating functions, development and applications of the classical discrete and continuous distributions.

MAT 261 is a prerequisite for this class.

MAT 352
PROBABILITY AND STATISTICS II
Undergraduate
Joint probability distributions and correlation; law of large numbers and the central limit theorem; sampling distributions and theory of estimation.

MAT 351 is a prerequisite for this class.

MAT 353
PROBABILITY AND STATISTICS III
Undergraduate
Principles of hypothesis testing; most powerful tests and likelihood ratio tests; linear regression; one-way analysis of variance; categorical data analysis, nonparametric statistics.

MAT 352 is a prerequisite for this class.

MAT 354
MULTIVARIATE STATISTICS (CROSS-LISTED WITH MAT 454)
Undergraduate
The multivariate normal distribution. Hypothesis tests on means and variances including the multivariate linear model. Classification using the linear discriminant function. Principal components and factor analysis.

MAT 262 and MAT 353 are a prerequisite for this class.

MAT 355
STOCHASTIC PROCESSES
Undergraduate

MAT 353 is a prerequisite for this class.

MAT 356
APPLIED REGRESSION ANALYSIS
Undergraduate

MAT 353 and (MAT 220 or MAT 262) is a prerequisite for this class.

MAT 357
NONPARAMETRIC STATISTICS
Undergraduate

PREREQUISITE: MAT 349 or 353
MAT 358
APPLIED TIME SERIES AND FORECASTING
Undergraduate
Development of the Box-Jenkins methodology for the identification, estimation, and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time-series data analysis using computer packages and includes applications to economic, business, and industrial forecasting. Cross-listed with MAT 512.

MAT 341 and MAT 353 are a prerequisite for this class.

MAT 359
SIMULATION MODELS AND MONTE CARLO METHOD
Undergraduate
Techniques of computer simulation of the classical univariate and multivariate probability distribution models, and such random processes as random walk, Markov chains, and queues. Cross-listed with MAT 459.

MAT 341 and MAT 353 are a prerequisite for this class.

MAT 361
ACTUARIAL SCIENCE I
Undergraduate
The Theory of Interest: Theory and applications of compound interest to annuities, amortization schedules, sinking funds, bonds, and yield rates. Cross-listed with MAT 461. COREQUISITE: MAT 351.

MAT 149 or MAT 152 or MAT 162 is a prerequisite for this class and MAT 351 is a corequisite for this class.

MAT 362
ACTUARIAL SCIENCE II
Undergraduate
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance, annuities, and pensions from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance, and life annuities. Cross-listed with MAT 462.

MAT 361 is a prerequisite for this class and MAT 352 is a corequisite for this class.

MAT 363
ACTUARIAL SCIENCE III
Undergraduate

MAT 362 is a prerequisite for this class.

MAT 364
STOCHASTIC RISK MODELS
Undergraduate
Distributional quantities, distribution properties and classification, frequency and severity models, aggregate loss and ruin models. Cross-listed with MAT 464.

MAT 353 is a prerequisite for this class.

MAT 365
STOCHASTIC SURVIVAL MODELS
Undergraduate
Construction of parametric and nonparametric models, model validation and selection, credibility theory, simulation techniques. Cross-listed with MAT 465.

MAT 353 is a prerequisite for this class.
MAT 366
MATH EMATICAL DEMOGRAPHY
Undergraduate
Introduction to demography; mortality table construction and methods of population and demographic analysis.

MAT 363 is a prerequisite for this class.

MAT 367
CREDIBILITY THEORY (CROSS-LISTED AS MAT 467)
Undergraduate
Credibility theory and loss distributions with applications to casualty insurance classification and rate making. Cross-Listed As MAT 467.

MAT 362 is a prerequisite for this class.

MAT 368
MATH EMATICAL FI NANCE
Undergraduate
Financial derivatives, risk management, investment strategies, arbitrage, valuation, Put-call parity, the binomial model, option pricing, lognormal models for asset prices, Black-Scholes formula, value at risk and conditional tail expectation, Brownian motion and Ito's lemma, interest rate models. Cross-listed with MAT 468.

MAT 353 is a prerequisite for this class.

MAT 370
ADVANCED L INEAR ALGEBRA
Undergraduate
Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators, principal-axis theorem, and applications. Cross-listed MAT 470.

MAT 262 and (MAT 141 or MAT 215) are a prerequisite for this class.

MAT 372
LOGI C AND SET THEORY
Undergraduate
Topics in axiomatic set theory, formal logic, and computability theory.

MAT 141 or MAT 215 is a prerequisite for this class.

MAT 381
FOURIER ANALYSIS AND SPECIAL FUNCTIONS
Undergraduate
The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transforms and its applications to tomography.

MAT 262 is a prerequisite for this class.

MAT 384
MATH EMATICAL MODELING
Undergraduate
Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic, stochastic, continuous, and discrete models. Cross-listed with MAT 484.

(MAT 220 or MAT 262) and (MAT 348 or MAT 351) are a prerequisite for this class.
MAT 385
NUMERICAL ANALYSIS I
Undergraduate

(MAT 220 or MAT 262) and (MAT 149 or MAT 152 or MAT 162 or MAT 172) is a prerequisite for this class.

MAT 386
NUMERICAL ANALYSIS II (CROSS-LISTED WITH MAT 486 & CSC 386/486)
Undergraduate
Theory and algorithms for efficient computation, including the Fast Fourier transform, numerical solution of non-linear systems of equations. Minimization of functions of several variables. Sparse systems of equations and corresponding eigenvalue problems.

MAT 385 is a prerequisite for this class.

MAT 387
OPERATIONS RESEARCH I: LINEAR PROGRAMMING (CROSS-LISTED AS MAT 487)
Undergraduate
The Linear Programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields.

(MAT 262 or 220) and (any introductory programming course) are prerequisites for this course.

MAT 388
OPERATIONS RESEARCH II: OPTIMIZATION THEORY (CROSS-LISTED AS MAT 488)
Undergraduate
Integer programming; non-linear programming; dynamic programming; queuing theory; game theory.

MAT 387 is a prerequisite for this class.

MAT 389
OPERATIONS RESEARCH III
Undergraduate
Advanced Topics.

MAT 388 is a prerequisite for this class.

MAT 390
MATHEMATICS READING AND RESEARCH
Undergraduate
The course will provide students with a hands-on experience about research in mathematical sciences. Students will attend seminars and research colloquia, and will actively participate at discussions about the topics presented. Students will reflect on the connections between various areas of modern mathematics, the challenges of structuring and solving problems, and the personal experience of doing mathematics. As a final project, each student will prepare and present a mathematical expository paper describing a current area of research, emphasizing its relevance to mathematics in general and its connections to real world problems. This course may be used to satisfy the junior-year experiential learning (JYEL) requirement.

MAT 391
STUDIES IN DEMOGRAPHY
Undergraduate
The course introduces students to the study by statistical methods of human populations in terms of type of data sources, population composition, growth, fertility, mortality, morbidity, health, migration, and urbanization. In addition, the course has a major component, which emphasizes the study of current characteristics of the populations of developing countries in comparison with some developed countries including the United States of America. Students are required to present and submit a research project with comparative analysis of demographic statistics obtained on several developing and developed countries.
MAT 395
TOPICS IN MATHEMATICS
Undergraduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change. Variable credit allowed.

MAT 396
SENIOR THESIS RESEARCH
Undergraduate
A thesis option is available to mathematics majors who wish to pursue an extended independent project related to a theoretical or applied focus of the program. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission. Interested students are strongly encouraged to enroll in MAT 390 during their junior year.

MAT 397
MATHEMATICAL PEDAGOGY: THEORY & PRACTICE
Undergraduate
Introduction to current theories and practices in college mathematics instruction; helps undergraduate mathematics majors develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas, and prepares them to work as consultants in mathematics instruction. Mathematical tutoring practicum is required. Four credit hour course offered over a two quarter span during the autumn and winter quarters only. See instructor for further information. This course maybe used to satisfy the junior experiential learning requirement, but it does not count toward mathematics major or minor credit. Cross-listed with MAT 697.

MAT 398
SENIOR CAPSTONE SEMINAR
Undergraduate
Topics vary from year to year. This course does not count toward the mathematical major or minor credit.

MAT 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

MAT 400
APPLIED ABSTRACT ALGEBRA I
Graduate
Applied Abstract Algebra I

MAT 401
APPLIED ABSTRACT ALGEBRA II
Graduate
Applied Abstract Algebra II

MAT 400 is a prerequisite for this class.

MAT 421
BASIC BIOSTATISTICS
Graduate
This course includes both data analysis and experimental design, up to and including survival analysis such as used in the analysis of clinical trials. The course will be supplemented by standard topics with application areas relevant to drug development, including pharmacokinetics, clinical trials, bioequivalence, and pharmacoepidemiology.

MAT 453 or instructor consent is a prerequisite for this class.
MAT 422
GENE EXPRESSION ANALYSIS
Graduate
In this course, students will build on the principles of MAT 421 by considering experimental design and data analysis issues pertaining to gene expression and genome-wide association studies. Introduction to gene expression studies, multiple comparisons problem in microarray studies, introduction to genome-wide association studies and experimental design for GWAS - one and two-stage approaches will also be addressed.

MAT 421 and MAT 453 are a prerequisite for this class.

MAT 423
GENOME SEQUENCING
Graduate
The course provides a basic understanding of sequencer-based genetic analyses starting with the basics - what a genome sequencer is, how genome sequences are assembled, and the statistics involved in designing sequencer experiments. The course will also consider typical models of sequence evolution leading into coverage of approaches to sequence alignment and statistical phylogeny along with issues related to biomedical applications, detecting sequence variants, transcriptome and metagenome sequencing, and ChIP-Seq. RNA and protein folding will also be included.

MAT 453 or instructor consent is a prerequisite for this class.

MAT 434
TOPOLOGY
Graduate
An introduction to point-set topology: metric spaces, topological spaces, continuity, connectedness, and compactness.

MAT 336 or instructor permission is a prerequisite for this course.

MAT 435
MEASURE THEORY
Graduate
This is a course in Lebesque integration; the study of measure spaces and measurable functions; the basic theorems of Lebesque integration; Egoroff's theorem, the monotone limit theorem, the Lebesgue dominated convergence theorem; an introduction to Lp spaces, Holder's inequality, Minkowski's inequality; Fubini's theorem.

MAT 336 or MAT 434 is a prerequisite for this course.

MAT 436
FUNCTIONAL ANALYSIS
Graduate
This course is an introduction to the basic theory of functional analysis. Students will study linear operators and functionals on Hilbert and Banach Spaces including covering three basic theorems; the Hahn Banach theorem, the uniform boundedness principle and the open mapping theorem. Spectral theory will also be studied.

MAT 261 and (MAT 141 or MAT 215) are prerequisites for this course.

MAT 437
COMPLEX ANALYSIS
Graduate
Course topics: Complex functions; complex differentiation and integration; series and sequences of complex functions. Cross-listed with MAT 337.

MAT 261 and (MAT 141 or MAT 215) are prerequisites for this course.

MAT 441
APPLIED STATISTICS I
Graduate
Parametric and non-parametric statistical inferential methods for the univariate and bivariate situations using SAS. Specific topics include classical and exploratory graphical & numerical methods of data descriptions; inference about means, medians, and associations including analysis of variance and linear regression. Data analytic projects are an integral part of the course.
MAT 442
APPLIED STATISTICS II
Graduate
A continuation of MAT 441. Repeated measures design, association, analysis of covariance, and multivariate relationships. Diagnostics and model building. Methods of categorical data analysis. Logistical regression and log-linear models. Data analytical projects using SAS are an integral part of the course.

MAT 441 is a prerequisite for this class.

MAT 443
APPLIED STATISTICS III
Graduate
A continuation of MAT 442. The course material generalizes univariate methods of inference to multivariate situations using SAS. Specific topics include canonical correlation, discriminate analysis, principal component analysis, factor analysis, and multivariate analysis of variance. Emphasis in the curse is on data analytic projects.

MAT 442 is a prerequisite for this class.

MAT 448
STATISTICAL METHODS USING SAS
Graduate

MAT 451
PROBABILITY AND STATISTICS I
Graduate
The course covers elements of probability theory; distributions of random variables and linear functions of random variables; moment generating functions; and discrete and continuous probability models. COREQUISITE(S): MAT 260.

MAT 260 is a corequisite for this class.

MAT 452
PROBABILITY AND STATISTICS II
Graduate

MAT 451 is a prerequisite for this class and MAT 261 is a corequisite for this class.

MAT 453
PROBABILITY AND STATISTICS III
Graduate
A continuation of MAT 452. More on hypothesis testing, most powerful, uniformly most powerful, and likelihood ratio tests. Introduction to the analysis of variance; linear regression; categorical data analysis, and nonparametric methods of inference.

MAT 452 is a prerequisite for this class.

MAT 454
MULTIVARIATE STATISTICS (CROSS-LISTED 354)
Graduate
The multivariate normal distribution. The general linear model. Multivariate regression and analysis of variance; discriminant analysis; principal component and factor analysis; applications and use of statistical software.

MAT 453 is a prerequisite for this class.
MAT 455
STOCHASTIC PROCESSES
Graduate

MAT 453 is a prerequisite for this class.

MAT 456
APPLIED REGRESSION ANALYSIS
Graduate
Simple linear, multiple, polynomial and general linear regression models. Model diagnostics; Model selection and Validation. Cross-listed with MAT 356.

MAT 453 is a prerequisite for this class.

MAT 457
NONPARAMETRIC STATISTICS
Graduate
Inference concerning location and scale parameters, goodness of fit tests, association analysis and tests of randomness using distribution free procedures. Bootstrap techniques. Smoothing methodologies. Cross-listed with MAT 357.

MAT 453 is a prerequisite for this class.

MAT 458
STATISTICAL QUALITY CONTROL
Graduate
History; Deming guide to quality; graphical techniques of process control; Schewhart's control charts for means, ranges, standard deviations, individual measurements, and attributes; process capabilities and statistical tolerance; cumulative-sum charts. product liability; acceptance sampling; product and process design; applications and case studies.

MAT 459
SIMULATION MODELS AND MONTE CARLO METHOD
Graduate
Techniques of computer simulation of the classical univariate and multivariate probability models, and such random processes as random walks, Markov chains, and queues. Cross-listed with MAT 359.

MAT 453 is a prerequisite for this class.

MAT 460
TOPICS IN STATISTICS
Graduate
One of the following topics: Clinical trials; Reliability and life testing; Categorical data analysis; Bootstrapping; Data Mining; Response Surface Methodology; Meta analysis; Survival Models.

MAT 453 or instructor consent is a prerequisite for this class.

MAT 461
ACTUARIAL SCIENCE I: THEORY OF INTEREST
Graduate

MAT 149 or MAT 152 or MAT 162 or MAT 172 is a prerequisite for this class and MAT 451 is a corequisite for this class.
MAT 462
ACTUARIAL SCIENCE II: BASIC CONTINGENCIES
Graduate
Basic Contingencies: The theory and applications of contingency mathematics in life and health insurance annuities and pensions, from both a probabilistic and a deterministic viewpoint. Topics include survival distribution and life tables, life insurance and life annuities. Cross-listed as MAT 362. CO-REQUISITE: MAT 452.

MAT 461 is a prerequisite for this class and MAT 452 is a corequisite for this class.

MAT 463
ACTUARIAL SCIENCE III: ADVANCED CONTINGENCIES
Graduate
Advanced Contingencies: A continuation of MAT 462. Topics include net premiums, net premium reserves, multiple life functions, multiple decrement models, and valuation theory for pension plans. Cross-listed with MAT 363.

MAT 462 is a prerequisite for this class.

MAT 464
STOCHASTIC RISK MODELS
Graduate
Introduction to risk theory and applications. Economics of insurance, individual risk models for short-term and single-term, collective risk models over an extended period, and applications. Cross-listed with MAT 364.

MAT 463 is a prerequisite for this class.

MAT 465
STOCHASTIC SURVIVAL MODELS
Graduate
Mathematical methods for population analysis and survival models. Cross-listed with MAT 365.

MAT 464 is a prerequisite for this class.

MAT 466
MATHEMATICAL DEMOGRAPHY
Graduate
Introduction to demography, mortality table construction and methods of population and demographic analysis.

MAT 465 is a prerequisite for this class.

MAT 467
CREDIBILITY THEORY
Graduate
Credibility theory and loss distributions with applications to casualty insurance classification and ratemaking.

MAT 462 is a prerequisite for this class.

MAT 468
MATHEMATICAL FINANCE
Graduate
This course will be required of students in the Financial Mathematics concentration. The main topics will be stochastic calculus and partial differential equations leading up to a derivation of the Black-Scholes option pricing model and its variants, along with discrete methods. This course should also be of interest to students of applied mathematics and physics. There will be an opportunity to analyze real option data in conjunction with theory. Possible additional topics would include numerical methods, dividends, options on futures and exotic options. Cross-listed with MAT 368.

MAT 453 is a prerequisite for this class.
MAT 470
ADVANCED LINEAR ALGEBRA
Graduate
Vector spaces, basis and dimension; matrix representation of linear transformations and change of basis; diagonalization of linear operators; inner product spaces; diagonalization of symmetric linear operators, principal-axis theorem, and applications. Cross-listed as MAT 370.

MAT 262 and (MAT 141 or MAT 215) are a prerequisite for this class.

MAT 471
GROUP THEORY
Graduate
Course topics: Classes of groups; actions of groups on sets; Sylow theorems; decomposition of groups; structure of finite abelian groups.

MAT 472
FIELD AND GALOIS THEORY
Graduate
Course topics: Commutative rings and fields; irreducible polynomials and field extensions, adjunction of roots, algebraic extensions, splitting and normal fields, cyclic extensions, the Galois group, and the Fundamental theorem of Galois theory. Cross-listed with MAT 312.

MAT 311 and MAT 471 are prerequisites for this course.

MAT 473
RINGS AND MODULES
Graduate
Course topics: Rings and Algebras; classes of unique factorization domains; modules and principal isomorphism theorems, classes of modules, decomposition of finitely generated modules; Jordan and rational canonical form of a matrix.

(MAT 311 and MAT 470) or MAT 472 is a prerequisite for this course.

MAT 481
FOURIER ANALYSIS AND SPECIAL FUNCTIONS
Graduate
The course covers the basic principles of discrete and continuous Fourier analysis and some of its applications currently used in scientific modeling. Students will use the computer to implement the computational algorithms developed in the course. Some of the topics covered will include Fourier transforms and their application to signal and image processing, discrete Fourier series, the fast Fourier transform algorithm and applications to digital filtering, and the Radon transforms and its applications to tomography.

MAT 262 is a prerequisite for this class.

MAT 484
MATHEMATICAL MODELING (CROSS-LISTED AS MAT 384)
Graduate
Modeling of real world problems using mathematical methods. Includes a theory of modeling and a study of specific models, selected from deterministic stochastic, continuous and discrete models.

(MAT 220 or MAT 262) and (MAT 451 or MAT 348) are a prerequisite for this class.

MAT 485
NUMERICAL ANALYSIS I
Graduate

MAT 220 or MAT 262 is a prerequisite for this class.
MAT 486  
NUMERICAL ANALYSIS II (CROSS-LISTED WITH CSC 386/486, MAT 386)  
Graduate  

MAT 487  
OPERATIONS RESEARCH I: LINEAR PROGRAMMING  
Graduate  
The linear programming problem and its dual; the simplex method; transportation and warehouse problems; computer algorithms and applications to various fields. Cross-listed with MAT 387.  
MAT 220 or MAT 262 is a prerequisite for this class.  

MAT 488  
OPERATIONS RESEARCH II: OPTIMIZATION THEORY  
Graduate  
Integer programming; nonlinear programming; dynamic programming. Cross-listed as MAT 388.  
MAT 487 is a prerequisite for this class.  

MAT 489  
QUEUEING THEORY WITH APPLICATIONS  
Graduate  
Discrete and continuous-time Markov chain models, Queuing systems, and topics from renewal and reliability theory.  
MAT 453 is a prerequisite for this class.  

MAT 494  
GRAPH THEORY AND NETWORK FLOWS  
Graduate  

MAT 495  
DYNAMIC PROGRAMMING  
Graduate  

MAT 496  
GAME THEORY  
Graduate  
The minimax theorem for two-person, zero-sum games. Two-person general-sum games and noncooperative person games; Nash equilibrium.  

MAT 498  
PROBLEM SOLVING IN MATHEMATICS  
Graduate  
Course topics: problem solving in various topics from GRE Subject examination in Mathematics. Consult course schedule for current offerings. Course may be repeated for credit when title and content change.
MAT 512
APPLIED TIME SERIES AND FORECASTING
Graduate
Development of the Box-Jenkins methodology for the identification, estimation and fitting of ARIMA, and transfer-function stochastic models for the purpose of analyzing and forecasting stationary, non-stationary, and seasonal time series data. The course emphasizes practical time series data analysis, using computer packages and includes applications to economic, business and industrial forecasting.

MAT 341 or MAT 348 or MAT 453 is a prerequisite for this class.

MAT 526
SAMPLING THEORY AND METHODS
Graduate

MAT 453 is a prerequisite for this class.

MAT 528
DESIGN AND ANALYSIS OF EXPERIMENTS
Graduate
Single-factor fixed, random and mixed designs with and without restrictions on randomizations, including randomized block designs, Latin & Graeco-Latin squares. Factorial and fractional factorial experiments. Nested and split-plot designs. Confounding and response surface methodology.

MAT 453 is a prerequisite for this class.

MAT 595
GRADUATE THESIS RESEARCH
Graduate
A thesis option is available to graduate students who wish to pursue an extended independent project. Students would work under the guidance of a faculty mentor. A total of 4 credits must be completed over the one or two quarters prior to the thesis submission.

MAT 596
ADVANCED TOPICS IN ALGEBRA
Graduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 597
ADVANCED TOPICS IN ANALYSIS
Graduate
Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 598
ADVANCED PROBLEM SOLVING IN ALGEBRA AND ANALYSIS
Graduate
Course topics: problem solving in various topics in Algebra and Analysis. Consult course schedule for current offerings. Course may be repeated for credit when title and content change.

MAT 599
INDEPENDENT STUDY
Graduate
Offered by arrangement. Approval by department chair required.
MAT 600  
**EXPERIMENTATION, CONJECTURE, AND REASONING WITH NUMBERS**  
*Graduate*

This course will focus on furthering the participants' number sense together with providing them with opportunities to: 1) Use and discuss the roles of experimentation, conjecture, and logical reasoning in developing mathematical understanding; 2) Appreciate the value of algebraic notation in problem solving by comparing solutions done both with and without algebra; 3) Engage in mathematical speaking and writing with discussion of (a) how to evaluate accurate vs. inaccurate statements, (b) what level of detail is appropriate in an answer given the point of the problem, (c) what ways of presenting solutions are suitable for various audiences; 4) Discuss the distinction between "how" a mathematical strategy works and "why" it works, and articulate the pedagogical value of knowing the "why."

MAT 602  
**CANDIDACY CONTINUATION**  
*Graduate*

Non-credit. Required of all students who are not registered for regular courses but who occasionally utilize University facilities during completion of course requirements and/or research. $40.00 per quarter.

MAT 605  
**GEOMETRY FOR MIDDLE SCHOOL TEACHERS**  
*Graduate*

An introduction to geometry designed to engage students in the construction, description, and analysis of geometric objects, including three-dimensional objects. These activities will be used to generate questions and hypotheses that will lead to more abstract concepts and general arguments. Emphasis throughout will be on informal reasoning, experimental methods, inductive as well as deductive arguments, local organization, and the development of mathematical thinking. Appropriate technology will be used to explore hypotheses and support mathematical reasoning. Topics will include: polyhedra, and their nets, cross sections, and projections; triangles, quadrilaterals, and polygons; congruence and similarity; the Pythagorean theorem; perimeter, area, and volume; circles and spheres, symmetry and transformations; and tessellations. The course will also include discussion and reflection on learning mathematics.

MAT 606  
**MATHEMATICS SOFTWARE FOR TEACHERS**  
*Graduate*

Introduction to various mathematical software packages for the investigation of significant mathematical ideas. Emphasis will be on the use of software in the high school classroom for the enhancement of students' discovery and understanding of fundamental mathematical concepts.

MAT 608  
**INVESTIGATING HIGH SCHOOL MATHEMATICS**  
*Graduate*

Drawing on high school mathematics content, students will identify and explore the mathematical themes that might form the content of a 12th grade capstone course. In the process, they will reflect on and discuss the major issues encountered when learning the mathematical concepts that form the basis of high school mathematics, identify ways to collaborate in order to improve mathematics learning, and identify ways in which they can take leadership roles in mathematics teaching and learning.

MAT 609  
**TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS**  
*Graduate*

Theories, methods, materials and techniques for teaching and learning mathematics in secondary and upper elementary schools. This course is required for students seeking secondary math certification.

MAT 610  
**CALCULUS FOR MATHEMATICS TEACHERS I**  
*Graduate*

A review of topics from precalculus using algebraic, numerical, and graphical perspectives including linear functions, exponential functions, logarithms, polynomials, and trigonometric functions. An introduction to limits, continuity, the derivative, and basic properties of real numbers. Introduction to graphing calculators and free graphing software with applications to classroom teaching.
MAT 611
CALCULUS FOR MATHEMATICS TEACHERS II
Graduate
A continuation of Math 610. The derivative and its applications, including optimization and related rates. Introduction to integration and numerical algorithms using graphing calculators. Offered every Winter.
MAT 610 is a prerequisite for this class.

MAT 612
CALCULUS FOR MATHEMATICS TEACHERS III
Graduate
A continuation of Math 611. Techniques of symbolic and numerical integration with geometric applications. Sequences, series, power series, and Taylor series. Offered every Spring.
MAT 611 is a prerequisite for this class.

MAT 615
CALCULUS FOR ADVANCED PLACEMENT TEACHERS - I
Graduate
Linear, exponential, logarithmic, power, and trigonometric functions from algebraic, numerical, and graphical perspectives. Limits, continuity, and the derivative. Graphing technology will be used. Advanced placement exams will be examined with applications to classroom teaching.

MAT 616
CALCULUS FOR ADVANCED PLACEMENT TEACHERS - II
Graduate
A continuation of Math 615 - applications of the derivative, the definite integral, Riemman sums, techniques of integrations, numerical integration using graphing calculators, and applications of the integral.
MAT 615 is a prerequisite for this course.

MAT 617
CALCULUS FOR ADVANCED PLACEMENT TEACHERS III
Graduate
A continuation of MAT 616 - infinite series and sequences, Taylor polynomials and Taylor series, differential equations, and slope fields.
MAT 616 is a prerequisite for this course.

MAT 618
TOPICS IN CALCULUS AND DIFFERENTIAL EQUATIONS
Graduate
Taylor's theorem, parametric equations, slope fields, Euler's method. The second half of the course will look at the history of calculus and the development of ideas such as limits, least upper bounds, convergence of series, countability, and cardinality.
MAT 612 is a prerequisite for this class.

MAT 620
GEOMETRY FOR MATHEMATICS TEACHERS
Graduate
Axiom systems, types of reasoning used in proofs, Euclidean geometry results with concentration on triangles and circles, introduction to non-Euclidean geometry, and introduction to geometry classroom software. Offered every Spring.
MAT 660 is a prerequisite for this course.
MAT 622
ALGEBRA FOR MIDDLE SCHOOL TEACHERS I
Graduate
This course is the first of a 3-quarter sequence designed in part to prepare elementary and middle grade teachers to teach an algebra class to qualified 8th grade students in their schools. It is based on a vision of mathematics instruction throughout the grades that continuously builds students' algebraic skills and thinking. This first course in the sequence emphasizes problem-solving as an entry point into algebra for mathematics learners. Students see algebra as an active process for solving problems and as arising naturally as a way to generalize the laws of arithmetic, analyze patterns, and describe relationships in tables, graphs, and equations. In addition, students review and examine foundational concepts in algebra (variables, equations, relations, graphs, slopes of lines, and equations of lines) and are introduced to research on the development of algebraic thinking in middle grade students.

MAT 623
ALGEBRA FOR MIDDLE SCHOOL TEACHERS II
Graduate
The second course in the algebra sequence builds on the first and maintains emphases on problem-solving, deeper understanding of the central concepts of beginning algebra, and awareness of difficulties students have when encountering the subject for the first time. Topics include systems of linear equations, solving linear inequalities and systems of inequalities, absolute values equations and inequalities, and quadratic functions.

MAT 624
FUNCTIONS AND MODELING
Graduate
Advanced concepts in beginning algebra provide a basis for a deeper treatment of the relationship between functions and data, and lay the groundwork for the development of polynomial, exponential, and logarithmic models. The course will integrate the use of technology such as graphing calculators and spreadsheets.

MAT 625
GEOMETRY
Graduate
Axiom systems, types of reasoning used in proofs, Euclidean geometry results with concentration on triangles and circles, introduction to non-Euclidean geometry, and introduction to geometry classroom software.

MAT 630 is a prerequisite for this course.

MAT 630
HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING I
Graduate
Classical problems and techniques in number theory, algebra and geometry from a historical point of view. Stress on both historical aspects of mathematics and on solutions of concrete problems.

MAT 631
HISTORY OF MATHEMATICS THROUGH PROBLEM SOLVING FOR MATHEMATICS TEACHERS
Graduate
Topics include the development of calculus, probability theory, number theory, non-Euclidean geometry, and set theory. Offered every Winter. MAT 650 is a corequisite.

MAT 620 and MAT 670 are prerequisites for this course.

MAT 632
HISTORY AND CULTURAL FOUNDATIONS OF MATHEMATICS
Graduate
This course is a cross-cultural survey of the history of mathematics, with emphasis placed on the development of concepts encountered by students in elementary and middle school. The course will also serve as a capstone for the program in that it will include references to content from all the earlier courses and will explicitly ask teachers to make connections across the middle school mathematics curriculum. The students will complete a small group research project in which they choose a mathematical concept from the program and use it as a focal point to study the development of mathematical ideas across time and across cultures.
MAT 635
HISTORY OF MATHEMATICS [PREREQ(S): 665]
Graduate
Classical problems from number theory, algebra, Euclidean and non-Euclidean geometry, set theory, probability, and the development of calculus. There will be an emphasis on the historical aspects of mathematics and the solution of concrete problems.
MAT 665 is a prerequisite for this course.

MAT 640
MULTIVARIABLE CALCULUS FOR MATHEMATICS TEACHERS
Graduate
Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, polar and spherical coordinates. Use of software packages to illustrate three dimensional objects.
MAT 612 is a prerequisite for this class.

MAT 643
IDEAS OF CALCULUS IN THE MIDDLE SCHOOL CURRICULUM
Graduate
The course will introduce students to the "big ideas" of Calculus including limits, derivatives, and integrals. The course will emphasize how the mathematics in the middle school curriculum can lay a foundation for the study of continuous mathematics and to the role that Calculus plays in the sciences. In particular, direct connections to the topics of this course and the middle school curriculum will be made by studying activities from curriculum materials currently used in CPS that are relevant to the topics of Calculus. Trigonometry from the perspective of the middle school classroom will be used as the launching point for introducing the major ideas of the course. The course will also give the students the opportunity to understand the interplay between the concepts and tools they learned in the MMT 415-417 sequence and Calculus.

MAT 645
MULTIVARIABLE CALCULUS FOR ADVANCED PLACEMENT TEACHERS
Graduate
Functions of several variables, vectors, dot products and cross products, partial differentiation, directional derivatives, optimization, Lagrange multipliers, multiple integrals, polar and spherical coordinates. Computers will be used to illustrate concepts.
MAT 617 is a prerequisite for this course.

MAT 649
DATA ANALYSIS AND PROBABILITY
Graduate
This course covers the fundamental concepts of probability that are part of the middle school curriculum and recent research findings on student learning of probability and classroom implications of this research. In addition, it covers the principles of graphically displaying, collecting and analyzing data with and without the use of technology. Topics will include measures of central tendency and dispersion, graphical representations of data (histograms, boxplots, bar charts, pie charts, and line graphs), and the design of experiments and simulations.

MAT 650
PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS I
Graduate
Combinatorics, sets, probability, random variables, distribution and density functions, multiple integration, standard probability laws, jointly distributed random variables. Use of graphing calculators, applets, and software packages to illustrate concepts. Offered every Winter.
MAT 640 and MAT 660 are prerequisites for this course.

MAT 651
PROBABILITY & STATISTICS FOR MATHEMATICS TEACHERS II
Graduate
Central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares and regression. Offered every Spring.
MAT 650 is a prerequisite for this class.
MAT 655
PROBABILITY AND STATISTICS FOR ADVANCED PLACEMENT TEACHERS I
Graduate
Combinatorics, sets, probability, random variables, distribution and density functions, standard probability laws, jointly distributed random variables. Advanced placement exams will be examined with applications to classroom teaching.

MAT 656 is a prerequisite for this course.

MAT 656
PROBABILITY AND STATISTICS FOR ADVANCED PLACEMENT TEACHERS II
Graduate
A continuation of MAT 655 - central limit theorem, point and interval estimation of parameters, hypothesis testing, least squares, and regression.

MAT 656 is a prerequisite for this course.

MAT 660
DISCRETE STRUCTURES FOR MATHEMATICS TEACHERS
Graduate
Logic and proof, number theory, sequences and mathematical induction, sets and functions, cardinality recursion, and introduction to combinatorics.

MAT 665
DISCRETE STRUCTURES WITH A TRANSITION TO HIGHER MATHEMATICS
Graduate
A transition to advanced courses having a greater emphasis on proof and abstraction. Techniques of proof, logic, sets and functions, number theory, recursive sequences, mathematical induction, and an introduction to combinatorics.

MAT 670
ABSTRACT ALGEBRA FOR MATHEMATICS TEACHERS
Graduate
Examines the integers, prime numbers, the Euclidean algorithm, the uniqueness of prime factorization, equivalence relations, rational numbers, real numbers, and complex numbers. Provides examples of groups, rings, and fields and also covers the Fundamental Theorem of Algebra, modular arithmetic, and roots of polynomials of small degree. Offered every Summer.

MAT 612 and MAT 660 are a prerequisite for this class.

MAT 671
ABSTRACT AND LINEAR ALGEBRA FOR MATHEMATICS TEACHERS
Graduate
A continuation of Math 670. Examines the irreducibility of polynomials, criteria for solvability by radicals, rational values of trigonometric functions, difference functions, partial fraction decomposition, and geometric constructions with ruler and compass. Also examines linear independence, spanning sets, and the basis of a vector space. Along with Math 670, it provides the theoretical foundation for many topics covered in high school mathematics courses. Offered every Fall.

MAT 670 is a prerequisite for this class.

MAT 675
ABSTRACT ALGEBRA I
Graduate
Integers, rational numbers, real numbers, complex numbers, fundamental theorem of algebra, modular arithmetic, polynomials rings, roots of polynomials of small degree, and values of trigonometric functions. This course provides the theoretical foundation for many topics covered in high school mathematics courses.

MAT 665 is a prerequisite for this course.
MAT 676
ABSTRACT ALGEBRA II
Graduate
A continuation of MAT 675 - topics include group theory, vector spaces, difference functions, partial function decomposition, introduction to Galois theory, geometric constructions, and the insolvability of the quintic.

MAT 675 is a prerequisite for this course.

MAT 680
FOUNDATIONS OF CALCULUS FOR ADVANCED PLACEMENT TEACHERS
Graduate
Completeness properties of the real number line, limit theorems, the intermediate value theorem, the existence of the definite integral, differential equations, and slope fields. Students will review problems from recent AP Calculus examinations and each topic will be linked to specific problems on the AP exams.

MAT 685
REAL ANALYSIS
Graduate
To better prepare teachers of A.P. Calculus, the theoretical foundations of calculus are examined. An in depth look at fundamental results in calculus such as the Intermediate Value Theorem, the Extreme Value Theorem, the Mean Value Theorem, the Fundamental Theorem of Calculus, Taylor's Theorem, and L'Hopital's Rule.

MAT 617 and MAT 665 are prerequisites for this course.

MAT 697
MATHEMATICAL PEDAGOGY: THEORY AND PRACTICE
Graduate
Introduction to current theories and practices in college mathematics instruction; designed to prepare students to work as consultants in mathematics instruction by helping them develop a deeper understanding of fundamental mathematical concepts and an awareness of how people learn mathematical ideas. Mathematical tutoring practicum is required. Four-credit hour course offered over a two quarter span during the autumn and winter quarters only. See instructor for further information.

MAT 699
TOPICS IN MATHEMATICS FOR TEACHERS
Graduate
Diverse topics in mathematical modeling or mathematical appreciation germane to the secondary school classroom.

MCS 207
HISTORY OF CINEMA I, 1890-1945
Undergraduate
This course examines the history of cinema as one of the most influential cultural forms of the 20th Century. We will study the aesthetic and technological developments of cinema during its first 50 years, as well as examine the social and economic factors shaping its history. Initially influenced by other art forms (theater, literature, painting) filmmaking quickly acquired its own formal system, language, and traditions. We will trace the changing styles, techniques, content, and methods of filmmaking as an art form, as popular culture, and as an industry. We will consider how cinema is bound to its social context via audience relations, economics, technology, and ideology. The limited scope of this course will cover primarily feature-length, narratives films as the dominant mode of filmmaking, although we will also look at the development of documentary and experimental filmmaking. The class will consist of lectures, screenings, and discussions.

MCS 208
HISTORY OF CINEMA II, 1945-1975
Undergraduate
This course covers the continued rise and development of cinema from 1945 to 1975. The course will have a dual focus, looking simultaneously at both the American studio system and international cinemas. The lectures, screenings, and discussions place equal emphasis on charting the development of cinematic techniques as well as examining the growth of specific national cinemas. In addition, the course surveys international stylistic trends in narrative, documentary, and avant-garde film. Students will acquire a broad understanding of the institutional, social, technological, and aesthetic forces that have shaped the development of cinema during the mid-twentieth century. Lab for film viewing required.
MCS 209
HISTORY OF CINEMA III, 1975-PRESENT
Undergraduate
This final course in the film history sequence is designed to introduce students to a sense of modern film history and the multiple permutations of cinema around the modern film history and the multiple permutations of cinema around the globe. It presents film history from a global perspective, concentrating primarily on the development of new national and transnational cinemas. The course continues to chart the development of the American studios since the mid-1970s while examining the effects of media consolidation and convergence. Moreover, the course seeks to examine how global cinemas have reacted to and dealt with the formal influence and economic domination of Hollywood filmmaking on international audiences. Class lectures, screenings, and discussions will consider how cinema has changed from a primarily national phenomenon to a transnational form of communication in the 21st century.

MCS 231
INTRODUCTION TO DOCUMENTARY STUDIES
Undergraduate
This course examines the rise and growth of documentary forms, including audio, film, television, photography, literary journalism and ethnography. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with major theoretical constructions of documentary and be able to use these analytical tools to critique documentary forms. Lab for film viewing required.

MCS 251
SPACES OF CINEMA IN ROME
Undergraduate
This course examines the history and heritage of Italian cinema through an analysis of critically acclaimed films produced in Rome. Topics of focus include the comparison of Italian and Hollywood constructions of historical settings, and the cinematic organization of visual space. The course features visits to the Roman sites where films examined in the course were produced. The course's goal is the development of an understanding of filmmakers' artistic choices and the expectations that they set up for their audiences through setting. Offered in conjunction with the Rome Film Studies Program.

MCS 252
CONTEMPORARY ITALIAN CULTURE THROUGH FILM
Undergraduate
This course provides an exploration of contemporary Italian culture through the medium of cinema. The course examines how cinema addresses complex social and political concerns in Italy. Topics and themes include health care; the transformation of the structure of the family; immigration and emigration; the perennial problem of organized crime; and the difficulties faced by the younger generations in their attempt to integrate into society. Italian film industry professionals and cultural historians will provide context and perspective on contemporary social issues facing Italy. Offered in conjunction with the Rome Film Studies Program.

MCS 271
MEDIA AND CULTURAL STUDIES (FORMERLY INTRODUCTION TO RADIO, TELEVISION, AND FILM)
Undergraduate
This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestation of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies.

MCS 273
STORYTELLING & STYLE IN CINEMA (FORMERLY FILM/VIDEO ANALYSIS)
Undergraduate
Course covers basic concepts and terminology of film and video as forms of art and mass culture. This course covers the aesthetic elements that constitute film and video texts: plot structures, sets, costumes and makeup, acting, lighting, cinematography, editing, and sound. By performing extensive textual analyses, students learn how the interaction of these elements produces meaning. Students also gain basics of how these concepts are practiced in film production. After mastering the aesthetic concepts, students also examine their use in three different modes of film: fiction, documentary, and the avant-garde. There is a required lab for film viewing. (Formerly Film/Video Analysis)
MCS 286
RADIO PRACTICUM
Undergraduate
Students who already actively participate at DePaul's radio station have the opportunity, depending on the station's needs, to produce on-air announcements, specialized broadcasts (weather, sports, University-based topics), newscasts, and assist station managers with their day-to-day responsibilities for MCS credit. In addition to working at the radio station, students must successfully complete a short research project on an approved topic.

MCS 290
MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in media and cinema studies that can enhance their knowledge and expertise. Two types of workshop classes are offered: research and production. Examples of Research Workshop topics can include film criticism, Survey Design, and Academic Writing Bootcamp. Examples of Production Workshop topics include non-linear editing with Final Cut Pro, Multimedia Design, and Video Camera Basics. Students may take a maximum of 4 credit hours of MCS 290 in the major, and a total of 8 credit hours.

MCS 331
TOPICS IN DOCUMENTARY STUDIES
Undergraduate
A rotating topics course that could focus on specific historical era or specific group of texts or documentarians from across film, television, audio, writing, and photography.

MCS 339
RADIO BROADCASTING
Undergraduate
The overall objectives of this course are to familiarize students with the radio broadcasting industry, the history of the medium and current issues facing broadcasters. Furthermore, we will discuss matters such as indecency, deregulation, and the many challenges that terrestrial radio is likely to face from Internet and satellite broadcasters. Additionally, we will discuss job responsibilities in the radio industry as well the day-to-day operations at radio stations. Finally, it is expected that students will be well prepared for advanced radio production and radio and television internships as a result of succeeding in this course.

MCS 341
TOPICS IN RADIO STUDIES
Undergraduate
Subjects rotate among several historical and conceptual topics, such as Rock Radio, Talk Radio, Gender and Radio, Radio and American Culture, etc. Students will have the opportunity to build upon the foundations of radio that are explored in other radio courses. Radio topics courses are considered advanced study in the subject area; therefore, students are encouraged to complete MCS 339 or MCS 342 prior to taking a radio topics course.

MCS 342
HISTORY OF TELEVISION & RADIO
Undergraduate
A history of radio, television, and cable that examines their relations to other media industries including programming, economics, industrial structures, audiences, government and industry policies, and social effects. The course includes viewing, analysis and criticism of significant and representative programming.

MCS 343
MEDIA ETHICS
Undergraduate
Entertainment and social media dominate popular culture today in a way that begins to completely define American culture. In what ways do entertainment media impact society? As creators of media, what special responsibilities do we have? And as creators of entertainment media how can we use these ethical theories in our daily practice? This course will examine the underlying ethical theories used when we try to arrive at ethical judgments about right and wrong. This course will concentrate on analyzing the impact of digital entertainment on an individual and society. The issue of balancing individual creativity vs. cultural impact, particularly on children, will be addressed. The course will culminate with the formulation of elements of an ethical code of conduct for every electronic (social) media, television professional and movie creator.
MCS 348
TOPICS IN FILM GENRE
Undergraduate
This course offers an historical examination of film genres, with a varying focus on one particular genre: film noir, musicals, melodrama, detective/gangster film, science fiction film, comedy, Western, animation, youth films. The course explores the relationship of genres to general social histories. Lab for film viewing required.

MCS 349
TOPICS IN FILM STUDIES
Undergraduate
Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include Film Sound Studies, American Films of the 1970s, War and Film, feminist film, Psychoanalysis and Cinema, etc. Lab for film viewing required.

MCS 350
TOPICS IN GLOBAL CINEMA
Undergraduate
This course is designed as a critical study of global filmmakers and the issues surrounding cinema and its transnational circulation. The class will examine specific aspects of the growth and evolution of cinema and look at points of contact between different cultural discourses, national cinematic styles, genres, and reception. Artistic, social, political, and industrial issues will be examined to provide different models of cinematic creation and consumption. Recent topics have included Latin American Cinemas, Asian Cinemas, Transnational Cinema, New German Cinema, History of French Film, Contemporary Global Directors, etc. Lab for film viewing required.

MCS 351
TOPICS IN TELEVISION STUDIES
Undergraduate
This course offers advanced study of television as a unique audio-visual culture with its own history and styles. This course presumes basic knowledge of television terms and methods of media analysis. Studies of a selected aspect of television history, television criticism, or national television are offered regularly. Recent topics have included Global Television, Reality TV, American TV of the 1950s, Television News, etc.

MCS 352
TOPICS IN NEW MEDIA
Undergraduate
This course examines the effects of new and/or digital media on interpersonal communication, media industries, and/or media culture. Depending on the specific focus of this variable elective course, it might focus on economic, social, political, or aesthetic implications of new media, including the Internet, interactive games, and other new media technologies and applications.

MCS 353
TOPICS IN MEDIA STUDIES
Undergraduate
This is a rotating topics class for subjects that encompass a number of different media, including radio, television, film. Possible topics may include: Media and Politics, Contemporary News Media, Reception Studies, Fan Studies, etc.

MCS 354
TOPICS IN MASS MEDIA
Undergraduate
This is a rotating topics class for subjects that span a broad range of media outlets, from radio, television, film, and new media to journalism, advertising, and public relations. Possible topics may include: Chinese Mass Media, Children’s Media, Media and Censorship, Media Regulation, etc.
**MCS 355**
**US TELEVISION AND SEXUALITY**
*Undergraduate*

This course will examine the continued negotiation of sex and sexuality on American television. Whether through their structuring absence, head-on attendance, or mere subtle implication, sex and sexuality have been omnipresent within the medium since its proliferation in the late 1940s. Through lenses of TV, social history, and gender/sexuality criticism, this course will examine various ways in which sexual issues such as the marriage bed, female sexual agency, GLBT visibility, teen sex, and rape have made their ways onto and been pushed off of the small screen. It will also interrogate how these broad categories interact with TV's assumed social role, contemporary and historical notions of American values, and TV regulation.

**MCS 356**
**TOPICS IN DOCUMENTARY PRODUCTION**
*Undergraduate*

The course will focus on developing skills in conceptualizing, directing, and editing various styles of documentary films. Students will explore the documentary filmmaking process by viewing a range of documentary films and deconstructing/discussing their attributes, learning basic interview techniques and constructing narratives and stories. Emphasis will be placed on developing technical proficiencies in hand-held cinematography, location sound recording, and editing. Students will produce documentary projects in team groups throughout the term. Ultimately, the goal is for students to learn to define and interpret their own personal directorial approach to documentary filmmaking.

**MCS 357**
**TOPICS IN TELEVISION PRODUCTION**
*Undergraduate*

This is a rotating topics class for developing skills in the conceptualization, direction, and editing of television programs. Students will explore techniques of television storytelling and style. Students will produce projects throughout the term.

**MCS 361**
**FANDOM & PARTICIPATORY CULTURE**
*Undergraduate*

This course introduces students to the world of media fandom. Fans are people who hold an emotional attachment to media texts. By investigating the types of media texts people connect to, as well as the work fans do in their community, students encounter new ways of participating with media. Students not only examine fans as cultural "producers," who make media just as much as they consume it, but also examine media from the point of view of a fan. This course also looks at how participating in fandom can aid the development of diversity and positive social change.

**MCS 366**
**COMMUNICATION, TECHNOLOGY AND SOCIETY**
*Undergraduate*

Survey of a variety of contemporary and historical issues related to the introduction and diffusion of communication technologies in society. Especially examines how new technologies, particularly the Internet, are transforming the communication landscape. Emphasis on issues of intellectual property, surveillance, privacy, regulation, message construction, and access will be central to this course.

**MCS 373**
**AUDIO DOCUMENTARY**
*Undergraduate*

This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

**MCS 375**
**LATINO/A TELEVISION AND MEDIA**
*Undergraduate*

Drawing from Latin American and U.S. television studies, this course explores the political, industrial and cultural dynamics that shape televisual representations in Latin American television and/or Spanish language Television in the US. More specifically, Spanish-language television and media will be examined from interdisciplinary frameworks, which include the cultural analysis of televisual modes, national and international regulations of media production and distribution, histories of production, and ethnographies of viewing.
MCS 376
LATIN AMERICAN CINEMA
Undergraduate
This course examines the production, distribution and impact of cinema in the Latin American context. Transnational relations with other industries, such as Hollywood and the European film context will be considered. We will investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics that are now redefining the cinema of the region.

MCS 383
TALKING ABOUT FILM: THEORY & CRITICISM
Undergraduate
This course is to familiarize students with a wide range of disciplines (film, art history, philosophy, psychology, etc.) and how these ideas both inflected the development of classical film theories as well as the evolution of cinema. Moreover, the scope of the course seeks to examine the overall process whereby theoretical discourse develops historically. Lab for film viewing required.

MCS 273 or instructor permission is a prerequisite for this course.

MCS 386
RADIO PRODUCTION
Undergraduate
Students will learn radio broadcasting and audio production techniques. Students will work in a lab environment to complete broadcast quality production work. Though the emphasis of the course will be on broadcast writing, speech, and production techniques, students will have the opportunity to perform on-air shifts at DePaul's radio station and complete non-traditional production work, such as podcasts. MCS 286, Radio Practicum and MCS 339, Radio Broadcasting are recommended but not required courses.

MCS 389
TOPICS IN MEDIA PRODUCTION
Undergraduate
This course is a rotating topic course in areas of media production and may include classes such as Podcasting, Advanced Radio Production, Advanced Audio Documentary, Radio News, Multimedia Production, etc. There may be a lab fee for the course.

MCS 399
INDEPENDENT STUDY
Undergraduate
MCS 501
FILM AND MEDIA THEORY
Graduate
This course will serve as a foundation for students in theories of film, television, and new media. An engagement with areas such as formal analysis, television and film spectatorship, authorship, television flow, and media specificity will provide both a brief historical framework for these disciplines, as well as a survey of major texts. Readings will include scholars/theorists such as Sergei Eisenstein, David Bordwell, Laura Mulvey, Horace Newcomb, Raymond Williams, Nick Browne, and Henry Jenkins. Formerly MCS 501 Introduction to Media Studies.

MCS 502
MEDIA AND CULTURAL STUDIES
Graduate
This course provides students with a theoretical and methodological background in the interdisciplinary field of cultural studies, which considers media and culture as sites for the construction and contestant of race, class, gender, ethnicity, sexuality and nation. The course provides a foundation in critical cultural studies, ideology critique, critical race and gender studies, transnational media studies and active audience studies.

MCS 503
GLOBAL CINEMA/ MEDIA
Graduate
This course surveys a number of frameworks for understanding the global dynamics that constitute particular media cultures around the world. We will examine historical perspectives and debates concerning the processes of globalization and the media's constitutive role in impacting our conceptions of space and time across local, national and transnational terrains. Students will interrogate how the actions of nation states, civil society and transnational corporations impact media industries and ask how media representations are contested across registers of nation, region, citizenship, class, religion, labor, gender, Diaspora, race, migration and ethnicity.
MCS 504  
HISTORIOGRAPHY AND RESEARCH  
Graduate  
This course will offer critical perspectives and methods to film and media history and research. Areas of exploration will include how popular history and academic historiography interact, the way certain subjects and facts are emphasized over others, the different forms used to represent historical knowledge, and questions of history and memory. In addition to the assumptions, methods, and purposes of film/media histories, the course will also ask crucial questions regarding the nature of inquiry and the status of data and evidence. Students will learn how to address a specific research question through a variety of methodologies in a cogent and comprehensive manner. Students will also develop competency in writing a research proposal and using research tools such as Endnote and online journal databases.

MCS 519  
TOPICS FOR CAREER DEVELOPMENT IN MEDIA  
Graduate  
This course introduces students to possible areas for professional advancement in media and cinema. As a rotating topic, it will focus on four areas of development: archiving and curating; community activism; programming series and festivals; the practice of media criticism; and the use of digital media in various contexts. The courses under this rubric may include experiential learning opportunities.

MCS 520  
TOPICS IN MEDIA STUDIES  
Graduate  
This is a seminar that focuses on a particular area of media studies including, but not limited to, topics such as the contemporary media industries, kids media culture, television studies, music cultures, digital divide, race and media, celebrity culture, radio studies, war and media, gender and media, global television, new media studies and sexuality and media. Students may take this seminar repeatedly in different topic areas.

MCS 521  
TOPICS IN CINEMA STUDIES  
Graduate  
This is a seminar-level course that provides in-depth examinations of Cinema Studies topics. Topics vary from quarter to quarter and may include studies of film genres, film authorship, national cinemas, global cinema, gender in cinema, animation, film theory, early cinema, film aesthetics, race and representation, film sound studies, or other rotating topics.

MCS 522  
TOPICS IN CINEMA/MEDIA HISTORY  
Graduate  
Examination of a particular era of film history or national cinema, film movements, or moments in social history and their relationship to film production. Topics currently in rotation include American Films of the 1970s, Latin American Cinema, War and Film, New German Cinema, feminist film, etc. Examination of a particular era or forms of television/media from a historical perspective. Topics could include but are not limited to: History of American Broadcasting, International Broadcasting Structures, Television Outside the Box, Public and Community Broadcasting, genre-specific histories, etc.

MCS 530  
NEW MEDIA AND CULTURE  
Graduate  
This seminar considers the cultural ramifications of new media in shaping life experience and opportunity. As interactive digital media technologies expand opportunities for social networking, text and instant messaging, file sharing, collaborative authoring, blogging, podcasting and mobile communication, this seminar asks how these new technologies impact identity formation, creative participation and concepts of public culture. Issues of concern include race, gender, class, sexuality, cultural citizenship, fandom, subcultures and democratic participation.

MCS 531  
MEDIA POLICY  
Graduate  
This seminar considers the regulatory policies that have shaped media culture including those governing ownership, content, labor and intellectual property. The focus is on how citizens, industries, governments and social movements have sought to impact the role of media in public and private life including issues such as civil rights, media conglomeration, sex and violence, free speech, public access, children's media, public radio/TV, fair use in copyright, international governance, commercialization and equal opportunity. Students engage with these issues through investigating historical and contemporary case studies within local and global contexts.
MCS 532  
**ASIAN CINEMA/ MEDIA**  
Graduate  
This seminar examines the cultural, social and economic contexts to Asian cinema/media. The course focuses on national and regional cinema/media industries and their transnational contexts of production, circulation and reception. Students consider questions of identity and cultural difference, particularly in relation to immigration, Diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity. As well as an historical survey, the course considers recent develops as digital technologies impact Asian media cultures.

MCS 533  
**LATIN AMERICAN CINEMA/ MEDIA**  
Graduate  
This seminar examines the production, distribution and impact of cinema and media in the Latin American context. We will view a range of works from major and minor industries and investigate how social, economic and political forces have shaped or are presently influencing and transforming national cinemas and their industries. Questions of identity and cultural difference, particularly in relation to immigration, diasporas, transnationalism, youth culture, class, gender, sexuality, race and ethnicity are central to the discussions. We will consider the diversity of styles and topics as much as the discursive and theoretical frameworks that in the past defined, or those that are now redefining, the cinema and media of the region.

MCS 534  
**DOCUMENTARY STUDIES**  
Graduate  
This course examines the rise and growth of documentary forms, including audio, film, television, photography, and literary journalism. Students will study representative works from each documentary approach and learn to analyze the techniques of observation and representation at use in these pieces. Students will become familiar with the social, aesthetic, and historical discourses of documentary and understand major theoretical and critical approaches of analyzing documentary forms. Students will become aware of the convergent and divergent qualities that are features of qualitative research, journalism, and documentary practice. Students will learn how documentary functions as a witness to personal and public histories.

MCS 541  
**AUDIO DOCUMENTARY**  
Graduate  
This course uses hands-on projects so that students can explore the steps in the process of creating an audio documentary. Through practical application students consider questions that surround the interpretation of cultural experience. Additionally, students analyze a variety of approaches to audio documentary in an effort to understand better this significant form of storytelling.

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

MCS 542  
**TOPICS IN PRODUCTION**  
Graduate  
This course allows students to take production courses from across the university including, but not limited to, Advanced Sound Design, Advanced Non-linear Editing, Documentary Production, Advanced Cinematography, Document Design, Online Documentation, Writing and Technology, Web Design I and Web Design II.

MCS 550  
**FANDOM AND ACTIVE AUDIENCES**  
Graduate  
Fans, people who hold an emotional attachment to a particular object, have been the object of academic study for twenty years; yet, the study of audiences and reader/viewer-ship has a much longer and more detailed history that goes back hundreds of years. Why this fascination with the way people interpret and react to media? What is it about fans, audiences, or readers that holds such interest for academics? This course will explore the relationship between fans, academics, and cultural studies. Through an examination of the way fans and active audiences are studied, we can better understand our media, our texts, and our selves.

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.
MCS 590
MEDIA & CINEMA STUDIES WORKSHOP (VARIABLE TOPICS)
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups.

MCS 592
INDEPENDENT STUDY
Graduate
This is a class reserved for independent coursework and specialization under the supervision of a faculty member. Students approved to take this class may do so at any point in the program. However, graduate students in the M.A. in Media, Culture and Society, should enroll in MCS 592 Independent Study during the quarter they write and defend the thesis/project proposal. This is a pass/fail 4-credit hour course. Enrollment in this course requires your thesis/project advisor's approval. Tuition is charged. You must complete your thesis/project proposal to be approved for this class.

MCS 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged and loan deferment is available. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll.

MCS 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

MCS 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

MCS 523
TOPICS IN GLOBAL FILM & MEDIA
Graduate
This course surveys a number of frameworks for understanding the global dynamics that constitute particular media cultures around the world. We will examine historical perspectives and debates concerning the processes of globalization and the media's constitutive role in impacting our conceptions of space and time across local, national and transnational terrains. Students will interrogate how the actions of nation states, civil society and transnational corporations impact media industries and ask how media representations are contested across registers of nation, region, citizenship, class, religion, labor, gender, Diaspora, race, migration and ethnicity.

Status as a Graduate Media and Cinema Studies student is a prerequisite for this class.

MED 95
CLINICAL EXPERIENCE WITH CHILDREN AND YOUTH
Undergraduate
(0 credit) Required of all music education students. Observations and participation experience with children and youth in a school or agency. This course is a prerequisite for student teaching and related professional courses. This course serves as a pre-requisite for MED 392.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.
MED 101
BRASS I
Undergraduate
(1 credit) Trumpet and french horn. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 102
BRASS II
Undergraduate
(1 credit) Trombone, euphonium and tuba. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 103
WOODWINDS I
Undergraduate
(1 credit) Clarinet and saxophone. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 104
WOODWINDS II
Undergraduate
(1 credit) Oboe and bassoon. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 105
STRINGS I
Undergraduate
(1 credit) Violin and viola. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 106
STRINGS II
Undergraduate
(1 credit) Cello and string bass. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.

MED 107
PERCUSSION I
Undergraduate
(1 credit) This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.
Status as a Music student is a prerequisite for this class.
MED 108  
PERCUSSION II  
Undergraduate  
(1 credit) This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.  
Status as a Music student is a prerequisite for this class.

MED 109  
WOODWINDS III  
Undergraduate  
(1 credit) Flute. This course focuses on the fundamentals of instrumental performance, pedagogy, and other related information. Open only to School of Music students.  
Status as a Music student is a prerequisite for this class.

MED 121  
CLASS GUITAR  
Undergraduate  
(1 credit) Open only to School of Music students. Techniques of functional guitar.  
Status as a Music student is a prerequisite for this class.

MED 196  
CLASS VOICE  
Undergraduate  
(1 credit) Open only to School of Music students. A developmental approach to singing.  
Status as a Music student is a prerequisite for this class.

MED 200  
MUSIC EDUCATION LAB ENSEMBLE  
Undergraduate  
(1 credit) This course is designed to provide music education majors with experience singing and playing secondary and tertiary instruments in a student led lab ensemble. The participants will also explore literature appropriate for 6-12 grade choral, wind, and string ensembles. Music education majors who have completed the conducting courses or are currently taking Conducting for the Music Educator will serve as conductors for the Lab Ensemble; music education majors who are currently in the methods mix may take this class as a music education elective and will serve as instrumentalists and singers in the ensemble. This class may be taken for two quarters (freshman. Sophomore, or senior year) as a one-credit music education elective (2 total quarter hours). The third year the class would be taken as the lab component of the Conducting for the Music Educator class.

MED 201  
CLASSROOM INSTRUMENTS  
Undergraduate  
(2 credits) The purpose of this course is to provide students with the opportunities to develop basic skills using instruments and sound sources appropriate for use in general music (K-8) classroom settings. This course will focus on: at least one voice of recorder, body percussion, barred Orff instruments, unpitched percussion, and drums. The skills and knowledge students attain from the course experience will better prepare them to play and teach these instruments to children in school settings and beyond.

MED 300  
ELEMENTARY & MIDDLE SCHOOL INSTRUMENTAL METHODS & LAB  
Undergraduate  
(4 credits)  
MED 303 is a prerequisite for this class.
MED 301
SECONDARY INSTRUMENTAL METHODS AND LAB
Undergraduate
Secondary Instrumental Methods & Lab. (2 hrs.)
MED 300 is a prerequisite for this class.

MED 303
ELEMENTARY VOCAL-GENERAL METHODS & LAB
Undergraduate
(4 credits)
Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 304
MIDDLE SCHOOL VOCAL METHODS AND LAB
Undergraduate
Junior High Vocal Methods & Lab. (2 hrs.)
MED 303 is a prerequisite for this class.

MED 305
SECONDARY VOCAL METHODS AND LAB
Undergraduate
(2 credits)
MED 303 is a prerequisite for this class.

MED 306
INTRODUCTION TO MUSIC EDUCATION
Undergraduate
(2 credits) Concurrent teaching/observation required
Status as a Music student is a prerequisite for this class.

MED 307
ORCHESTRAL LITERATURE
Undergraduate
(2 credits) This course will provide students with a practical introduction to the various types of string and full orchestra literature available at the elementary, middle, and high school levels. Topics will include music source information, comprehensive musicianship in practice, score listening, score study and evaluation, source materials, grading of educational literature and copyright law.
A petition to major is a prerequisite for this class.

MED 308
ACCOMPANYING FOR THE MUSIC EDUCATOR
Undergraduate
(2 credits) The objectives of this course are to help students further develop practical keyboard facility and keyboard musicianship skills, reinforce musical and theoretical concepts presented in Musicianship classes, improve facility of reading piano music, establish keys of pieces by preparing scales, arpeggios, and chord progressions, and combine all of the above in teaching more effectively and confidently with good piano accompaniment for classroom/choral teaching.
A petition to major is a prerequisite for this class.
MED 309
AFRICAN DRUMMING FOR THE MUSIC EDUCATOR
Undergraduate
(2 credits) This course is designed to introduce music education students to the basics of African Drumming and how to incorporate this genre into the k-12 music classroom. Students will learn to drum, sing, and dance within this genre. They will also write lesson/unit plans that demonstrate their understanding of how to incorporate African Drumming in the music classroom.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 310
MUSIC EDUCATION FOR THE EXCEPTIONAL CHILD
Undergraduate
(4 credits) A survey course highlighting special education mandates that affect music educators, including profiles of giftedness and various areas of disability. Alternative teaching strategies and classroom management techniques are also addressed.

MED 303 is a prerequisite for this class.

MED 311
MARCHING BAND TECHNIQUES
Undergraduate
(2 credits) Basic marching techniques and movements, selection and use of music, design and charting of shows.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 313
CHORAL LITERATURE I
Undergraduate
A petition to major is a prerequisite for this class.

MED 325
TECHNOLOGY FOR MUSIC EDUCATORS
Undergraduate
This course will acquaint the music education major with a variety of music technology hardware and software applications, which may be used effectively for instruction in the music classroom and studio.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 340
CONDUCTING FOR THE MUSIC EDUCATOR
Undergraduate
This course will equip the music educator with the preliminary abilities to teach from the podium (i.e. in a performance ensemble setting). It will provide a sequential and methodical approach to the knowledge, skills, and attitudes that are necessary for effective and efficient teaching in the performing ensemble classroom.

A petition to major in Music Education is a prerequisite for this class.

MED 360
TOPICS IN MUSIC EDUCATION
Undergraduate
(1-4 credits) Concentrated study of a selected area of music education.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.
MED 365
INTRODUCTION TO KODALY
Undergraduate
This course will cover the philosophy and basic teaching tools promoted by Zoltan Kodaly. Participants will finish with an abundance of new songs, games, activities and techniques that will energize, organize, and perhaps transform their teaching. Daily schedule will include pedagogy, musicianship, folk music materials, and special topics such as instruments in the classroom and classical music connections for elementary students.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 380
KODALY: LEVEL I
Undergraduate
(3 credits) Using high quality traditional folk music as the initial core musical material, Kodaly-inspired musician educators engage their students in joyful, sequential, developmentally-appropriate, child-centered, interactive, sound-based instruction. During an intensive two-week summer workshop, the Level I Kodaly Certification program introduces the Kodaly approach in a three-part program: musicianship, Kodaly pedagogy, and folk music and materials. Offered only in the summer as a workshop.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 381
KODALY: LEVEL II
Undergraduate
(3 credits) Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in beginning level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Conducting. Chorus.

MED 380 or completion of Kodaly Level I at another accredited program is a prerequisite for this class.

MED 382
KODALY: LEVEL III
Undergraduate
(3 credits) Continued intensive study of materials, techniques, and pedagogy for sequential skill and curriculum development in intermediate level concepts and elements for developing dictation and sight-reading skills; repertoire for singing, moving, and listening. Folk music materials and analysis; continuation of personal retrieval system. Modes, diatony, simple functional harmony; Musicianship, Kodaly Pedagogy, Folk Music and materials, and Chorus.

MED 381 or Kodaly Level II at another accredited institution is a prerequisite for this class.

MED 383
DALCROZE: LEVEL I
Undergraduate
(2 credits) Eurythmics, solfege, improvisation, pedagogy, composition, and body technique.

Status as a Graduate Music Education student or an Undergraduate Music Education major with a completed petition to major is a prerequisite for this class.

MED 386
ORFF: LEVEL I
Undergraduate
(3 credits) Introduction to Orff-Schulwerk through the process of integrating rhythm and movement, speech and song, rhythm instruments, Orff instruments, and soprano recorder for creative music-making with children in pre-school, elementary grades, and those with special needs; emphasis on materials in major and minor pentatonic scales.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.
MED 389  
CARL ORFF CHAPTER WORKSHOP  
Undergraduate  
Carl Orff Chapter Workshop  

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 390  
ORFF: LEVEL II  
Undergraduate  

(3 credits) Continuation of all aspects of the Schulwerk process; emphasis on a variety of materials, vocal, instrumental, and improvisational techniques for children in the middle and upper elementary grades; introduction of alto recorder; experience with dorian, aeolian, phrygian modes, major and minor tonalities.

MED 386 or completion of Orff Level I at another accredited institution is a prerequisite for this class.

MED 391  
ORFF: LEVEL III  
Undergraduate  

(3 credits) Advanced course leading to certificate in Orff-Schulwerk; additional exploration of Schulwerk materials found in volumes 35 and techniques of contemporary music; further development of skills in arranging rhythmic, speech, movement, and melodic materials for a variety of educational settings; recorder ensemble, lesson planning, and teaching opportunities.

MED 390 or completion of Orff Level II at another accredited institution is a prerequisite for this class.

MED 392  
STUDENT TEACHING  
Undergraduate  

(12 credits) A variety of supervised and directed experiences in the teaching of music in elementary and secondary schools. The teaching in schools is supplemented with conferences, evaluations, and seminars. COREQUISITE(S): MED 393.

MED 300, MED 303, MED 306, MED 310, MED 095 and status as a Music Education major is a prerequisite for this class.

MED 393  
STUDENT TEACHING SEMINAR  
Undergraduate  

(0 credit) COREQUISITE(S): MED 392.

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 398  
INDEPENDENT STUDY  
Undergraduate  
INDEPENDENT STUDY  

Status as a Music Education student who has passed the petition to major is a prerequisite for this class.

MED 400  
CULTURALLY RESPONSIVE MUSIC EDUCATION: EXPLORING CONCEPTS, THEORIES, AND PRACTICE IN K-12 CLASSROOMS  
Graduate  

The American classroom has been changing radically over the past two decades. Currently, one in nine children is the child of an immigrant, with most immigrants coming from Latin America and Asian countries. The changing demographic of American schools is in stark contrast to the face of the teaching profession, which is predominantly white and female. The purpose of this course is to introduce music educators to the concepts and theories that ground culturally responsive pedagogy, and to provide a framework for adaptation of this pedagogy into the music classroom.
MED 401
SEMINAR IN MUSIC EDUCATION I: HISTORY AND PHILOSOPHY OF MUSIC EDUCATION
Graduate
(4 credits) The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.
Status as a Graduate Music Education student is a prerequisite for this class.

MED 402
SEMINAR IN MUSIC EDUCATION II: PSYCHOLOGY OF MUSIC TEACHING & LEARNING
Graduate
(4 credits) The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.
MED 401 is a prerequisite for this class.

MED 403
SEMINAR IN MUSIC EDUCATION III: CURRICULUM DEVELOPMENT IN MUSIC EDUCATION
Graduate
(4 credits) The courses are designed 1) to develop a philosophical and historical perspective of music education; 2) to study the psychology of music; 3) to study topics in curriculum design; 4) to encourage study and research in areas of student interest and need; and 5) to study contemporary issues in music education that can have significant impact on classroom teaching.
MED 402 is a prerequisite for this class.

MED 404
HISTORY OF MUSIC EDUCATION IN THE UNITED STATES
Graduate
This class will provide graduate music education majors with the opportunity to develop historical frameworks for their understanding of the teaching profession. Students will gain a perspective of music education history, in order to better understand the present and future. Students will be expected to question the nature and value of music, in order to gain a sense of purpose in your teaching. Throughout the quarter, historical issues will be addressed in relation to the practice of teaching.

MED 413
CHORAL LITERATURE I
Graduate

MED 492
TECHNIQUES OF RESEARCH IN MUSIC EDUCATION
Graduate
This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading, and the use of educational research as a means for informing educational theory, practice and policy.
Status as a Graduate Music Education student is a prerequisite for this class.

MED 498
MASTERS CANDIDATE RESEARCH
Graduate
Status as a Graduate Music Education student is a prerequisite for this class.

MED 499
INDEPENDENT STUDY
Graduate
Status as a Graduate Music Education student is a prerequisite for this class.
MEN 1
WIND SYMPHONY
Undergraduate
(0 credit) Study and rehearsal of traditional and new wind repertoire in preparation for concerts presented regularly each year. Placement audition required. All MEN courses are repeatable courses.

MEN 2
ENSEMBLE 20+
Undergraduate
(0 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 23
CONCERT CHOIR
Undergraduate
(0 credit) Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter.

MEN 30
CHAMBER ORCHESTRA
Undergraduate
(0 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 31
SYMPHONY ORCHESTRA
Undergraduate
(0 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required.

MEN 37
WIND ENSEMBLE
Undergraduate
(0 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required.

MEN 41
CHAMBER MUSIC
Undergraduate
(0 credit) A practical application of performance techniques for advanced instrumentalists and vocalists; repertoire adapted to the instrumentation of the class according to the ability of the class member; public performance. All MEN courses are repeatable courses.

MEN 47
UNIVERSITY SINGERS
Undergraduate
(0 credit) An advanced choral ensemble of selected voices. Audition required. All MEN courses are repeatable courses.
MEN 101
WIND SYMPHONY
Undergraduate
(1 credit) Study and rehearsal of traditional and new wind repertoire in preparation for concerts presented regularly each year. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 123
CONCERT CHOIR
Undergraduate
Rehearsal and performance of choral works from a variety of styles and historical periods. Open to all DePaul undergraduates by audition.

MEN 130
CHAMBER ORCHESTRA
Undergraduate
(1 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 131
SYMPHONY ORCHESTRA
Undergraduate
(1 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 221
WIND ENSEMBLE
Undergraduate
(1 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.

MEN 231
UNIVERSITY SINGERS
Undergraduate
(1 credit) An advanced choral ensemble of selected voices. All of the MEN courses are repeatable courses. Open to all DePaul undergraduates by audition.

MEN 241
CHAMBER MUSIC
Undergraduate
(1 credit) A practical application of performance techniques for advanced instrumentalists and vocalists; repertoire adapted to the instrumentation of the class, according to the ability of the class members; public performance. All of the MEN courses are repeatable courses.

Status as an Undergraduate Music student is a prerequisite for this class.
MEN 300
AFRICAN MUSIC ENSEMBLE
Undergraduate
(1 credit) Students will learn musical techniques and repertory from cultures of Africa and the African diaspora. Course activities may include instrumental techniques, singing, and dancing. No prior experience with African music necessary.
Status as a Music student is a prerequisite for this class.

MEN 301
ENSEMBLE 20+
Undergraduate
(1 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music.
Status as an Undergraduate Music student is a prerequisite for this class.

MEN 360
TOPICS IN MUSIC ENSEMBLES
Undergraduate
(0-1 credit) In depth investigation of a topic in a music ensemble.
Status as a Music student is a prerequisite for this class.

MEN 400
ENSEMBLE 20+
Graduate
(0 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music.
Status as a Graduate Music student is a prerequisite for this class.

MEN 401
WIND SYMPHONY
Graduate
(1 credit) Study and rehearsal of basic and new wind repertoire in preparation for concerts presented regularly each year. All MEN courses are repeatable courses. Placement audition required.
Status as a Graduate Music student is a prerequisite for this class.

MEN 402
WIND SYMPHONY
Graduate
(0 credit) Study and rehearsal of traditional and new wind repertoire in preparation for concerts presented regularly each year. Placement audition required. All MEN courses are repeatable courses.
Status as a Graduate Music student is a prerequisite for this class.

MEN 406
CONCERT CHOIR
Graduate
(0 credits) Rehearsal and performance of choral works from a variety of styles and historical periods. All MEN courses are repeatable courses. Open to graduate students only. Audition required.
MEN 407
SYMPHONY ORCHESTRA
Graduate
(0 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. Placement Audition Required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 408
WIND ENSEMBLE
Graduate
(0 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses.

Status as a Graduate Music student is a prerequisite for this class.

MEN 409
UNIVERSITY SINGERS
Graduate
(0 credit) An advanced choral ensemble of selected voices. Placement audition required. All MEN courses are repeatable courses. Open to graduate students only. Audition required.

MEN 410
CHAMBER MUSIC
Graduate
(0 credit) A practical application of performance techniques for advanced instrumentists and vocalists; repertoire adapted to the instrumentation of the class according to the ability of the class member; public performance. All MEN courses are repeatable courses.

MEN 411
ENSEMBLE 20+
Graduate
(0 credit) Study, rehearsal, and performance of living composers' music and 20th century masterpieces, with focus on music for mixed ensembles of 8-25 players; acquisition of skills and instrumental techniques necessary for playing contemporary music.

Status as a Graduate Music student is a prerequisite for this class.

MEN 412
CHAMBER ORCHESTRA
Graduate
(0 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 423
CONCERT CHOIR
Graduate
Rehearsal and performance of choral works from a variety of styles and historical periods. An audition is required before the first rehearsal of the quarter.
MEN 430  
CHAMBER ORCHESTRA  
Graduate  
(1 credit) Study, rehearsal, and performance of masterpieces of the smaller orchestra repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra, with emphasis on developing good listening and blending abilities. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 431  
SYMPHONY ORCHESTRA  
Graduate  
(1 credit) Study, rehearsal, and performance of masterpieces of the orchestral repertoire, both traditional and contemporary; acquisition of necessary musical and professional skills for playing in an orchestra. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 437  
WIND ENSEMBLE  
Graduate  
(1 credit) Study, rehearsal, and performance of masterpieces of wind literature, both traditional and contemporary, with focus on music for ensembles of 8-30 players; acquisition of necessary musical and professional skills for playing in such an ensemble. All MEN courses are repeatable courses. Placement audition required.

Status as a Graduate Music student is a prerequisite for this class.

MEN 441  
CHAMBER MUSIC  
Graduate  
(1 credit) A practical application of performance techniques for advanced instrumentalists and vocalists repertoire adapted to the instrumentation of the class, according to the ability of class members; public performance.

Status as a Graduate Music student is a prerequisite for this class.

MEN 447  
UNIVERSITY SINGERS  
Graduate  
(1 credit) An advanced choral ensemble of selected voices. All MEN courses are repeatable courses. Placement audition required.

MEN 498  
INDEPENDENT STUDY  
Graduate  
Status as a Graduate Music student is a prerequisite for this class.

MGT 202  
MAKING SENSE OF MANAGERIAL DATA  
Undergraduate  
This course is designed to encourage and enable students to think creatively and critically about data analysis as a tool in managerial decision making. Today organizations are swamped with data, however making the most effective and efficient use of that data is a continuing challenge. This course will provide students an opportunity to practice some of the skills associated with turning data into useful information for sound managerial decision making.

MAT 137 or equivalent is a prerequisite for this course.
MGT 219
FOUNDATIONS OF BUSINESS THOUGHT
Undergraduate
A journey through the ages of written business history. This course traces the major ideas that writers, philosophers, and economists presented that helped construct the world of commerce. The course discusses readings from Plato, Aristotle, Confucius, Ben Franklin, Emerson, Thoreau, Sun Tzu, Carnegie, Marx, and Henry Ford, among others.

MGT 228
BUSINESS, ETHICS, AND SOCIETY (CROSS-LISTED WITH REL 228)
Undergraduate
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as REL 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.

MGT 248
BUSINESS ETHICS (CROSS-LISTED WITH PHL 248)
Undergraduate
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world. Cross-listed with PHL 248.

MGT 300
PRINCIPLES OF MANAGEMENT
Undergraduate
Effective application of managerial techniques and concepts to continually improve an organization's competitive position in the marketplace. Topics include management processes, values and attitudes, ethics and diversity, the global environment of management, strategic planning, organizational structures, motivation, leadership, teams, human resources, organizational control, and organizational communications.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

MGT 301
PRINCIPLES OF OPERATIONS MANAGEMENT
Undergraduate
Operations management focuses on the effective application of managerial techniques and concepts related to the delivery of services, manufacturing, and supply chain processes. Topics may include operations strategy, forecasting, project management, quality management, supply chain management, facility location and layout, productivity, inventory management, and scheduling.

ACC 101, ACC 102, ECO 105 and (MAT137 or equivalent) are a prerequisite for this class.

MGT 302
ORGANIZATIONAL BEHAVIOR
Undergraduate
This course focuses on the nature and consequences of human behavior in organizations. The prediction, explanation and management of individual and group behavior in the organization is dependent upon an understanding of the concepts of organizational behavior. Classroom experiences will focus on both understanding and practicing these concepts. Topics cover both the individual level - e.g. perception, attitudes, motivation - and the group level - e.g. leadership, group dynamics, communication, power and politics, and decision making.

MGT 300 is a prerequisite for this class.

MGT 307
HUMAN RESOURCES MANAGEMENT
Undergraduate
Concepts, theories, principles and techniques of personnel administration. Job analysis, employment law, recruitment, selection, training and development, employee motivation and performance appraisal, compensation, employee benefit programs, grievances, and labor relations.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.
MGT 315
MANAGEMENT SCIENCE
Undergraduate
Management science involves the use of quantitative models to support decisions faced by managers. Topics include model formulation, linear, non-linear and integer programming, transportation, transshipment and assignment formulations, network flow, decision analysis, and multicriteria decision making. Spreadsheet and other software packages will be used to model, solve, and analyze these problems.

MGT 301 is a prerequisite for this class.

MGT 320
TRAINING AND CAREER DEVELOPMENT
Undergraduate
A study of the training and management development practices of organizations. Emphasis is placed on the identification of training needs, program design, choice of training methods and the evaluation of results. The practices and legislation affecting promotion of employees are also discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

MGT 322
THE MANAGEMENT & MEASUREMENT OF QUALITY
Undergraduate
The theory and application of the concepts, principles and tools of modern quality control and management in manufacturing and service organizations. Specific topic areas include product design, process control, vendor selection and certification, quality information systems, quality costs, customer contact, and TQM philosophies and techniques.

MGT 301 is a prerequisite for this class.

MGT 323
SUPPLY CHAIN MANAGEMENT
Undergraduate
Analysis of the purchasing function, including sourcing, buying methods, vendor analysis, and contract execution. Organization and management of the supply chain with emphasis on intra and inter-company relationships, especially with logistics and general management.

MGT 301 is a prerequisite for this class.

MGT 325
SUSTAINABLE MANAGEMENT
Undergraduate
This course discusses and analyzes the concept of sustainability within a business and management setting. It will analyze the complex relationship between business and the environment and it will explore the nature of business in today’s global context where addressing environmental and social issues is becoming increasingly important. Furthermore, it aims to discuss how the talents of business might be used to solve world’s environmental and social problems. Rather than focusing on a ‘doom and gloom’ approach, the course aims to emphasize the solutions towards a sustainable economy.

MGT 330
RECRUITMENT AND SELECTION
Undergraduate
An examination of the recruiting and selection process used by organizations in the public and private sectors. A select group of tests will be discussed and used by the student for familiarization. EEO, Affirmative Action, and other legislation affecting recruiting and selection of employees will be discussed.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.
MGT 335
COMPENSATION & BENEFITS
Undergraduate
The course has two major goals. The first is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, job descriptions, job evaluation, pay surveys, pay structures, pay increases, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives and values. This is done through such topics as legal compliance, retirement plans, health insurance plans, social security, workers’ compensation, and work-life benefits.

MGT 307 or (declared HSP Leadership specialization and HSP 382) is a prerequisite for this class.

MGT 340
LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE
Undergraduate
A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and players, skills of coaching, coaching teams, and "flow" in sports and organizations.

MGT 345
SERVICE SECTOR MANAGEMENT
Undergraduate
The intangible nature of services creates special challenges for the management of service organizations. These challenges are considered through examples drawn from various service industries - e.g., banking, transportation, hotel/restaurant, and retail - and from internal service functions such as personnel, information processing and production planning. Discussion, exercises, and assignments focus on the nature of service operations, decisions faced in the management of services and tools available to facilitate effective and efficient service delivery. Topics covered include: the service economy, service concept, design of service delivery systems, staffing delivery systems, capacity management, quality control, and service strategy. PREREQUISITE(S): MGT 301.

MGT 301 is a prerequisite for this class.

MGT 354
GLOBAL HUMAN RESOURCE MANAGEMENT
Undergraduate
Concepts, theories, principles and techniques for effectively managing a workforce globally. The focus is on effective strategies relating to human resource strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance and employee/labor relations in geographically dispersed and culturally diverse organizations. The purpose of the course is to help students understand the issues related to effectively managing a workforce in a global organization and how human resource strategies and programs can enable the workforce to contribute to organizational success.

MGT 300 is a prerequisite for this class.

MGT 355
NEGOTIATIONS
Undergraduate
This course relies upon experiential learning to enhance students' ability to get what they want through the negotiation process. It is a 'skill building' course designed to help each student become more persuasive --- both personally and professionally. The course makes use of lecture, class discussion, various 'street negotiation' assignments, and a major bargaining exercise. It enables students to compete effectively in future negotiations.

MGT 300 is a prerequisite for this class.

MGT 356
SPORTS MANAGEMENT
Undergraduate
Students will examine the major issues facing sport managers in a variety of sport organization settings. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include sponsorship, technology, legal issues, and emerging issues through course projects and case studies. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and/or on-site experiences.

MGT 300 is a prerequisite for this class.
MGT 357  
INTERNATIONAL BUSINESS  
Undergraduate  
This course is designed to develop students' knowledge and the skills needed to face the challenges of globalization. It provides participants with the global perspective required to expand their intercultural communication competencies and conduct business internationally. The subjects scheduled are diversified in nature and scope. They cover many fields of knowledge such as the multi-national company's environment, culture, strategy and organization as well as the role of managers in today's global business. The course topics and assignments are intended to enrich participants' professional and personal lives.

MGT 360  
LEADERSHIP  
Undergraduate  
Leadership is a social influence process, the success of which is dependent upon certain skills (e.g. communication, conflict resolution) and situational factors (e.g. task characteristics, organizational structure). This course applies traditional and contemporary leadership theory to the development of individual leadership skills. Classroom experiences focus on understanding and practicing skills associated with effective leadership.

MGT 300 is a prerequisite for this class.

MGT 361  
ORGANIZATIONAL DEVELOPMENT  
Undergraduate  
Techniques of organizational design and development with emphasis on the methods of planned and controlled change of the organization to insure its survival in a changing external environment. The interdependent elements of people, structure, tasks and technology will be examined and related to changes in problem-solving and renewal processes of personnel in the organization. Various phases of the OD process including changes in employees' attitudes, resistance to change, survey feedback, team building, sensitivity training, Quality of Work Life, and intervention techniques will be explored.

MGT 300 is a prerequisite for this class.

MGT 370  
BUSINESS PLAN DEVELOPMENT  
Undergraduate  
A business plan is an important strategic tool required to help establish the direction of an enterprise and attract capital required to run the business. It incorporates and integrates the functional areas of business and puts into practice many of the concepts and theories acquired in other classes. It describes the overall business venture, the product or service, the customers, the competition, the marketing, the legal structure, the operations, the human resources plan, the break-even analysis, the financing and all those things that are required to run a business. It helps to identify many unanticipated factors and reality-tests critical assumptions, thereby creating a roadmap for a successful enterprise. Students are encouraged to identify a business opportunity and develop their own business plan.

MGT 301 is a prerequisite for this class.

MGT 373  
CREATIVITY & ENTREPRENEURSHIP  
Undergraduate  
This course will provide an overview of the opportunity recognition and evaluation process by examining how people, the industry, and the social environment interact to identify, create and shape entrepreneurial opportunities. The focus of this course is on creativity and innovation within an entrepreneurial context. Students learn creative tools and applications to assist in designing new business ideas and ventures.

MGT 300 is a prerequisite for this class.

MGT 393  
INTERNSHIP AND MANAGEMENT CONSULTING PROGRAM  
Undergraduate  
Students encounter real work experience improving linkages between classroom efforts and the business world.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.
MGT 398  
SPECIAL TOPICS  
Undergraduate  
Content and format of this course are variable. An in-depth study of current issues in management. Subject matter and prerequisites will be indicated in class schedule.  
At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

MGT 399  
INDEPENDENT STUDY  
Undergraduate  
Available to students of demonstrated capability for intensive independent work in management.  
At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

MGT 444  
DEVELOPMENTAL ASSESSMENT CENTER  
Graduate  
Students participate in a developmental assessment center designed to assess their managerial and interpersonal skills including teamwork, oral and written communication, ethical decision-making, initiative and planning. Students receive extensive feedback regarding their performance. Based upon this feedback, personal development plans are created to be used throughout the curriculum.

MGT 500  
MANAGING FOR EFFECTIVE AND ETHICAL ORGANIZATIONAL BEHAVIOR  
Graduate  
Students will critically examine ethical and creative methods to solve problems related to managing individuals and teams. Students utilize feedback from a developmental assessment center assessing their managerial and interpersonal skills. Personal development plans are created and skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, managing change and conflict, decision-making, power and politics and business ethics.  
MS in Taxation students are restricted from registering for this class.

MGT 501  
STRATEGIC SUPPLY CHAIN MANAGEMENT  
Graduate  
This course examines how operations related strategic decisions can lead to improved market and competitive performance. We view the supply chain (of products or services) from a strategic point of view. The design of an expedient logistics system is critically linked to the key decisions and objectives of a responsive and efficient supply chain (forecasting, aggregate planning, inventory management, matching supply with demand, transportation, location and information). We cover those topics with cases, spreadsheets and simulations to illustrate and help understand how logistical decisions impact the performance of the firm as well as the entire supply chain. Offered once a year.

MGT 502  
OPERATIONS MANAGEMENT  
Graduate  
At its core, business is about providing a superior product or service. This course analyzes the processes used to deliver products in the marketplace. World class firms have demonstrated that effective operations management can be a potent competitive weapon. This course addresses the key operations and logistical issues in service and manufacturing operations, which have strategic as well as tactical implications. Both quantitative and qualitative techniques and principles used by leading organizations are examined. Offered every quarter.  
GSB 420 or status as a MS-BIT student is a prerequisite for this class.

MGT 506  
DECISION MAKING FOR MANAGERS  
Graduate  
This course addresses Simon's three-phase problem-solving model. Students learn how to improve problem diagnosis through statistical and logical tools, creatively generate alternative solutions, and make effective decisions through decision analysis and by building decision support models. Students will use a variety of spreadsheet applications to aid in the decision-making process. Offered once per year.  
MGT 502 is a prerequisite for this class.
MGT 508
QUALITY MANAGEMENT SYSTEMS
Graduate
Organizations seeking to improve their customer satisfaction, operating efficiency, and profitability frequently turn to quality management initiatives--including; Total Quality Management, Business Process Reengineering, Six Sigma, and ISO Quality Standards. The lessons learned through the success and failure of these programs provide valuable insights to managers seeking to achieve performance excellence within their own organizations. The course relies on the Malcolm Baldrige National Quality Award framework and case analysis to explore successful quality management initiatives. Offered twice a year.

MGT 502 is a prerequisite for this class.

MGT 515
SUSTAINABLE MANAGEMENT
Graduate
This course discusses and analyzes the concept of sustainability within a business and management setting. It will analyze the complex relationship between business and the environment and it will explore the nature of business in today's global context where addressing environmental and social issues is becoming increasingly important. Furthermore, it aims to discuss how the talents of business might be used to solve world's environmental and social problems. Rather than focusing on a 'doom and gloom' approach, the course aims to emphasize the solutions towards a sustainable economy.

MGT 518
LABOR ECONOMICS AND LABOR RELATIONS (CROSS-LISTED WITH ECO 518)
Graduate
A study of the American labor force: measurement, characteristics and behavior under changing income, employment and technology. An examination of recent labor market developments provides the basis for a critical analysis and appraisal of contemporary wage theory. Topics include changes in the labor force, unemployment, wage determination, the minimum wage, internal labor markets, productivity, discrimination, unions and collective bargaining. Cross-listed with ECO 518.

MGT 555 is a prerequisite for this class.

MGT 519
SPORTS MANAGEMENT
Graduate
Students will examine the major issues facing sport managers in a variety of sport organization settings through course projects and case studies. Through the lens of organizational theory and behavior, areas explored include professional, Olympic, collegiate, and youth sport. Other areas of focus will include community and fitness centers, sponsorship, technology, legal issues, and emerging issues. Students will be exposed to various disciplines/careers through guest lecturers in the sports industry and learn current management issues from industry experts.

MGT 521
MANAGEMENT OF FAST GROWING FIRMS
Graduate
Alternative growth strategies for companies in the second stage of their life cycle are examined. After initial start-up, a unique set of problems and constraints confront the firm limiting its growth. Expansion of product line and services, new market development, redefinition of organizations, financial resource allocation, second stage financing using a case study approach, and going public are some issues that are covered. Proposed revisions are critically evaluated. Offered once a year.

MGT 500 and ACC 500 are a prerequisite for this class.

MGT 523
RECRUITMENT AND SELECTION
Graduate
An advanced study of current recruitment and selection practices of organizations both public and private. Emphasis is placed on common tests that are used and an examination of these tests for applicability in specific situations. Legislation related to EEO an Affirmative Action programs are discussed. Offered once a year.

MGT 555 is a prerequisite for this class.
MGT 524  
LEADERSHIP IN SPORTS: LESSONS FOR COACHING IN THE WORKPLACE  
Graduate  
A framework of leadership and coaching is utilized to critically examine the effectiveness of several sports' coaches and their leadership/coaching styles, as they motivate players to achieve their maximum level of performance. Lessons from leading sports' coaches are then applied to the workplace, where managers motivate employees to perform to their potential. The course also highlights the importance of unique situations in both the sports and workplace arenas. Major topics to be covered include roles of coaches and players, skills of coaching, coaching teams, and "flow" in sports and organizations.

MGT 525  
TRAINING AND CAREER DEVELOPMENT  
Graduate  
An intensive study of personnel training and development in contemporary organizations. Emphasis is placed upon the identification of training needs, program design, choice of training methods, and evaluation of results. Classroom activities focus on application with students designing and presenting training seminars. Offered once a year.

MGT 526  
COMPENSATION AND BENEFITS  
Graduate  
The course addresses the total rewards available in an organization. The first goal is to learn how to design a pay system that is efficient, legally compliant, and fair/ethical. This is done through such topics as pay strategy, internal pay alignment, external competitiveness, pay for performance, and legal compliance. The second goal is to learn how to design a benefits plan that supports company objectives. This is done through such topics as retirement plans, health insurance plans, and legally required benefits. The third goal is to learn about work-life programs.

MGT 555 is a prerequisite for this class.

MGT 529  
LIFE AND CAREER PLANNING  
Graduate  
This course is designed to develop your life and career skills to meet the challenges associated with changing careers and changing jobs. Topics include: enhancing your self-esteem, balancing life and career, tapping interests, aptitudes and values, self-marketing, resumes and interviews and strategic career planning to achieve life and career goals. This is a Human Resource Management and a Leadership and Change Management course. Offered once a year.

MGT 530  
LEADERSHIP IN ORGANIZATIONS  
Graduate  
This course utilizes a theoretical framework to provide a foundation of understanding of effective leadership in organizations. The opportunity for self-assessment of leadership strengths and management styles, as well as reflection and action planning for individual leadership development, is also provided. To enhance self-assessment, there are questionnaires, as well as classroom exercises, experienced in a supportive group environment. Examples of effective organizational leadership are also critically examined in case studies. Current leadership topics to be covered include values and vision, strategy, organizational culture, management style, leading groups and teams, and coaching, thus providing analysis from both the macro and micro organizational levels. Offered twice a year.

MGT 535  
CHANGE MANAGEMENT  
Graduate  
This course is targeted towards external and internal consultants, as well as managers and other change agents within organizations. Change Management fosters improved competency in the skills necessary during all phases of the change process - from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises, and assessments are utilized, to better understand change from organizational, group, and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. Offered twice a year.

MGT 500 is a prerequisite for this class.
MGT 545
MANAGING SERVICE OPERATIONS
Graduate
This course provides an examination of operating activities in service industries. Emphasis is on the principles of design, operation and control of service delivery systems. Lectures, cases and assignments focus on such topics as delivery system design, client interfaces, operations control, capacity management and quality control. Offered once a year

MGT 502 is a prerequisite for this class.

MGT 551
GLOBAL HUMAN RESOURCE MANAGEMENT
Graduate
Concepts, theories, principles and techniques for effectively managing a workforce in a global organization. Focus on HR strategy, staffing, development, performance management, remuneration management, legal/regulatory compliance and employee labor relations. Completion of MGT 555 is recommended prior to registration in this course.

MGT 552
MANAGING CULTURAL DIFFERENCES FOR GLOBAL SUCCESS
Graduate
"Managing Cultural Differences for Global Success" course is designed to guide and coach participants on how to work and communicate effectively with people from different cultures. The course provides a hands-on approach for developing cross cultural competency. Comparative cultural models will explain how concepts such as culture, values, time, power, mindsets and thinking patterns differ in the world. We will illustrate with real-life cases pertaining to doing business in Europe, Asia and the Americas.

MGT 555
STRATEGIC MANAGEMENT OF HUMAN RESOURCES
Graduate
This course will help students understand how the management of people is influenced by the social, ethical and legal environment; by diversity in the work place; by the organizational culture; and by the business strategy. Students will learn how to effectively perform the following HR activities: selecting employees, developing people, evaluations and rewarding performance, and motivating employees. Offered every quarter.

MGT 500 is a prerequisite for this class.

MGT 556
ETHICS AND LEADERSHIP: STREETS OF CHICAGO
Graduate
The innovative Management Department Streets of Chicago course, "Leadership & Ethics," consists of ten on-site meetings with current senior leaders in the Chicago community (followed by in-class discussion sessions). These meetings allow students the exciting and rare opportunity to engage in personalized, in-depth conversations with leaders in government, CEOs and senior executives from for-profit corporations, and directors of nonprofit organizations. The meetings take place at the leader's place of business and will allow for an informal discussion with individuals otherwise known to students only through the media and at a distance. The purpose of these conversations is to gain knowledge about the role of leaders in today's corporate and non-profit environments, the impact of ethics in leadership decision-making and the responsibilities and burdens carried by these individuals. Students learn first-hand from the experiences of these extraordinary success stories so that they can glean the critical elements necessary for successful and ethical leadership. In-class sessions subsequent to each leadership meeting will involve briefings on key issues facing the leaders involved, analysis of risk assessment and management, and critical review of leadership decision-making in order to most effectively explore the actual process of leadership and the development of leadership capability and qualities. As such, the course is designed to serve both those students who are interested in leading their own entrepreneurial ventures, as well as those who seek leadership roles in larger corporations or other organizations.

MGT 557
INTERNATIONAL MANAGEMENT
Graduate
The object of this course is to develop clear awareness of the international business operations, practices and environment. It provides the concepts, methods and tools necessary to face the global challenges in international management. The objective is met through lectures, classroom discussions, library assignments and research work. Students will learn the effective use of the international business references. By the end of the course, they are expected to have developed a high level of competency in acquiring, understanding, analyzing and synthesizing international management information from international business directories, databases and CD-ROMs.
MGT 559
HEALTH SECTOR MANAGEMENT
Graduate
This graduate level, hands-on course will discuss the evolution and current trends in the delivery and financing of health goods and services in the biotechnology, pharmaceutical, medical device, and health services delivery industries within the health sector. This course will equip students with the ability to use managerial epidemiology as a decision making tool in marketing and operations in the health sector. Ultimately, this course will enable students to apply Michael Porter's Five Forces Model to analyze and manage the various industries within the health sector. This course will use lectures, role plays, simulations, and the case method. Offered once a year.

MGT 562
RESOLVING CONFLICT IN ORGANIZATIONS
Graduate
Comprehensive study and skill building exercises devoted to the development of skills necessary for managers to resolve and manage conflict within their organizations. For illustrative purposes, discussions and exercises will be in the context of employment disputes, discrimination disputes, and/or labor-management disputes. However, the skills attained in the course may be successfully used to resolve any type of conflict. Included will be a discussion of various dispute resolution methodologies including the mediation, arbitration, and investigation of asserted conflicts, real or perceived, as well as the design of dispute resolution processes and related issues of organizational fairness, justice, and ethics. Offered once a year.

MGT 500 and MGT 555 are a prerequisite for this class.

MGT 563
NEGOTIATION SKILLS
Graduate
The nontraditional course relies predominantly upon experiential learning to enhance students' ability to get what they want through negotiation. It is a skill-building course designed to help each individual student become persuasive, both personally and professionally. The course makes use of lecture, class discussion, various stress negotiation assignments and a major bargaining exercise. It builds upon failures as well as successes, enabling students to identify their own individual negotiations style. Students completing the course will have developed the ability to compete successfully in future negotiation situations at all levels and to refine the tools and techniques they learned during the quarter. Offered three times a year.

MGT 555 is a prerequisite for this class.

MGT 564
STREETS OF CHICAGO: HEALTH SECTOR MANAGEMENT
Graduate
This graduate level course will equip management, marketing, finance, and accounting students with the knowledge necessary to apply their specific expertise into one of the fastest growing sectors of the global economy. Upon completing this course, students will be exposed to not only the latest theories, techniques, and best practices but also some of the key players in Chicago's health insurance, biotechnology, pharmaceutical, hospital, and group practice industries.

MGT 565
EMPLOYMENT LAW
Graduate
The purpose of the course is to identify how a supervisor or firm owner is legally regulated in connection with the management of her or his workforce, as well as the management implications of the regulation. In this way, the student will learn of the legal ramifications of human resource management decisions. Topics which will be addressed include discrimination on the basis of age, gender, race, religion, disability and national origin, sexual harassment, drug and other forms of testing, regulation of hiring and firing decisions, privacy rights and regulation of off-work conduct. Class activities may also focus on understanding bias and prejudice in managerial decision-making. PREREQUISITE(S): MGT 555

MGT 555 is a prerequisite for this class.
MGT 566
HEALTH INSURANCE & BENEFITS
Graduate
This course is a primer on healthcare insurance and benefits programs in the United States. Emphasis will be placed on employer group plans through which most American gain access to the healthcare delivery system and receive assistance with the cost of their medical expenses. We will survey the demand for healthcare, the regulatory environment, and the predominant public and private sector health insurance programs. The challenges and perspectives of providers, insurers, and employers will be discussed, as will important ethical considerations. The course will also review benefit programs typically provided through employers with an emphasis on group medical plans, including plan types, design, effectiveness, and the development of premium rates. It will conclude with discussions of the latest healthcare reform developments and trends defining the future of the healthcare system.

MGT 570
ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT
Graduate
The focus of the course is on new venture initiation and the preparation of a business plan that can be used to generate financing and to begin operations in a new business enterprise. It examines the critical factors involved in the conception, initiation and development of new business ventures. Topics covered include the identification of characteristics of prospective entrepreneurs, identifying innovations, market potential analysis for new products or services, acquiring seed capital, obtaining venture capital for growth or purchase of an existing business and organization and operation of the new business. Each student is required to develop a business plan which will be presented to the class. Students wishing to start, develop, acquire, sell or merge a business are encouraged to do so. Offered three times a year.

ACC 500, MGT 500 and MGT 502 are a prerequisite for this class.

MGT 571
FINANCING NEW VENTURES (CROSS-LISTED WITH FIN 571)
Graduate
This course will focus on identifying, examining and evaluating various sources of original and growth capital. Emphasis will be on legal, financial and tax issues related to capital formation as well as specific problems experienced by the small-to-medium-sized firms undergoing rapid growth. Topics discussed will include financing startups, financial planning and strategy, going public, selling out and bankruptcy. A formal proposal for capital acquisition developed through field research will be required of each student.

FIN 555 is a prerequisite for this class.

MGT 572
CORPORATE VENTURES AND MANAGEMENT
Graduate
The focus of this course is on how corporations develop new ventures. It critically examines the circumstances that make it possible for employees to contribute their venture ideas to the corporate objectives and describes techniques that stimulate such ideas. Although the primary focus will be on the employee and how the individual can be entrepreneurial within a corporate structure, the course also examines how the corporation can systematically encourage innovation. Case studies of corporate ventures projects will be reviewed. Offered once a year.

ACC 500, MGT 500 and MGT 502 are a prerequisite for this class.

MGT 573
CREATIVITY IN BUSINESS
Graduate
This course explores the nature and role of creativity in organizations. Theories and modes of creative thinking, and the link between creativity and innovation are presented. The course format is largely experiential, with emphasis on group and individual exercises, techniques, simulations and cases, through which students will investigate the creative process in a variety of organizational settings. The role of managers and team members in nurturing and sustaining a creative enterprise is discussed. The course is designed to open students to the creativity within themselves and organizations, and to the tools with which creativity can be managed to promote innovation and enhance organizational effectiveness as well as satisfaction and quality of work life. Offered four times a year.
MGT 589
COACHING FOR LEADERSHIP, PERSONAL SUCCESS & PEAK PERFORMANCE
Graduate
Developing executive coaching competencies for “managers as coach” is the keynote of this course. Grounded in positive psychology and the science of human flourishing, participants will identify and apply strengths based interventions to promote organizational effectiveness, career success and life fulfillment. Students will learn and deploy the GROW model of coaching, motivational interviewing, solution focused coaching, mindfulness, and goal focused approaches to help people achieve change. Participants will also enhance their own ability to create presence, build trust, manage self awareness, listen, ask powerful questions, design actions and manage accountability. Working from a place of purpose and intention course participants will harness competitive advantage, explore finding flow, managing stress, maintaining optimism, and creating balance in work, health and family.

MGT 590
MANAGEMENT OF INNOVATION AND TECHNOLOGICAL CHANGE
Graduate
The ability to manage technological innovation has become an increasingly essential requirement for business people regardless of functional specialty. The objective of this course is to explore ways to create environments that are conducive to technological innovation. Throughout the course students examine practices, models, and approaches that established, as well as new, organizations employ to promote innovative practice, technological change, and new technologies. The following topics will be covered: the innovation process, managing technical people, the impact of organizational design on innovation, knowledge management, cross function teams and exploiting new technologies. Students will research new technologies and discuss potential business applications and issues associated with those technologies. Offered once a year.

MGT 592 is a prerequisite for this class.

MGT 595
SOCIAL ENTREPRENEURSHIP
Graduate
This course explores principles and applications of social value generation in entrepreneurial contexts. Participants will learn how agile, growing ventures are launched and managed to generate value that transcends commercial and social frontiers. The course material emphasizes concepts from traditional entrepreneurship in the context of the broader social sector environment. Diverse contributions from graduate students in the College of Commerce as well as the School of Public Service ensure deep exploration of the social venture realm. The course experience is enriched by team-based consulting to several actual Chicago social entrepreneurial ventures as a practical complement to classroom activities.

MGT 598
PROJECT MANAGEMENT: SEMINAR IN OPERATIONS MANAGEMENT
Graduate
This course covers management techniques that are applicable to a wide variety of project types including new product development, business start-ups, marketing campaigns, facility relocations, construction, research programs, and special events. Emphasis is on scheduling, budgeting, and control including the selection and application of project management software. Other topics include project organization, qualifications and roles of the project manager, project leadership, team building, and the management of conflict and stress in projects. Offered three times a year.

MGT 793
MANAGEMENT INTERNSHIP
Graduate
This is a unique opportunity in which interns gain and develop managerial skills, providing a link to mastering the dynamics of running a business. This hands-on experience allows the intern to apply his or her skill/wisdom to the work place and provides invaluable knowledge that is crucial for future advancement. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. In addition, networking opportunities avail themselves to build future relationships.

MGT 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. An in-depth study of current issues in management.
MGT 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in management.

MIS 140
MANAGEMENT INFORMATION SYSTEMS
Undergraduate
Management Information Systems addresses how information technology is used to support business operations and management, especially the use of spreadsheets in business applications to ensure that students can analyze and present business data. Topics include strategic uses of IT, databases, data warehouse, decision support and artificial intelligence, e-commerce, systems development, IT infrastructure, security, emerging trends, social, ethical and legal considerations. Formerly MIS 340.

MIS 350
BUSINESS SYSTEMS ANALYSIS
Undergraduate
The focus of this course is on the early phases of information systems development, specifically: planning, analysis, and requirements specification. In general, the course covers business modeling, process management, requirements gathering and other topics deemed important to business by systems analysts and consultants. Typical topics include planning techniques, analysis techniques, the system development life cycle, data flow diagrams, data gathering, network diagrams, Gantt charts, business process reengineering, joint application design, use case diagrams, flow charts, decision trees, decision tables, structured English, and more. Offered every fall.

MIS 360
SYSTEMS ANALYSIS AND DESIGN
Undergraduate
This is a course in object-oriented systems analysis and design using UML. Students cover activity, use-case, class, sequence, state chart, and other UML diagrams. They also cover requirements analysis, GUI and infrastructure design along with project size and complexity estimating using Function Point Analysis.

MIS 362
INFORMATION SYSTEMS PROJECT MANAGEMENT
Undergraduate
The course covers IS project management concepts, techniques, tools, issues, roles and responsibilities of project leaders. Topics include, but not limited to, resource allocation, scheduling, budgeting, monitoring, controlling, use of Gantt charts, precedence analysis, PERT, and CPM. Students are exposed to Microsoft Project.

MIS 366
INTERNET TECHNOLOGIES IN BUSINESS
Undergraduate
The course will be an introduction to internet technologies with particular focus on World Wide Web and e-business applications. Topics include internet technology application framework, attributes of e-business applications, client and server side processing, web servers, Java, J2EE and Microsoft’s .NET, accessing enterprise data, HTTP security, certificates and CA, XML and e-business integration, latency and workload management, and wireless access. Students will work in groups and will be required to do one design proposal and make one presentation using Visio.

IT 130 is a prerequisite for this class.
MIS 370
DATABASE MANAGEMENT SYSTEMS DESIGN AND DEVELOPMENT
Undergraduate
The course covers topics such as entity relationship modeling, normalization, Structured Query Language, database design principles, data warehousing, transaction management, and database administration. Students will complete assignments and a group term project using Microsoft SQL Server 05.

MIS 398
SPECIAL TOPICS
Undergraduate
Special Topics
At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

MIS 399
INDEPENDENT STUDY
Undergraduate
Independent Study is available to students of demonstrated capability for intensive independent work in management information systems.

MIS 555
MANAGEMENT OF INFORMATION TECHNOLOGY
Graduate
This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, our graduates are likely to become responsible for managing some technology resources and to participate in IT planning and development projects as founders, sponsors, team members, managers of development or end-user developers. Students should become effective users and evaluators of information, IT, and information services. The course explores a number of IT-related topics such as the strategic role of IT, IT planning and architecture, building the telecommunication highway system, management issues in systems development, the expanding universe of computing, group support systems, intelligent systems, electronic document management, and managing the human side of systems.

MIS 673
DATA MANAGEMENT
Graduate
Data has been recognized as an important corporate resource and databases have evolved into a central component of business information systems. Topics include semantic data modeling using entity-relationship and object models; data structuring with normalization; relational database design, implementation and manipulation with SQL (Structured query language); and some evolving technologies such as data warehousing, on-line analytical processing, object-oriented databases, and data visualization. Hands-on exercises include the use of a relational database system with SQL and data modeling CASE (computer-aided software engineering) tools.

MIS 674
SYSTEMS ANALYSIS AND DESIGN
Graduate
The focus of this course is on the early phases of information systems development starting with requirements analysis and specification. Alternative systems development methodologies including conventional structured approaches are reviewed but the emphasis is on distributed processing together with object-oriented analysis and design, rapid application development and prototyping, the use of CASE (computer aided software engineering) tools and GUI (graphical user interface) design with event-driven computing.

MIS 683
INFORMATION TECHNOLOGY STRATEGY AND ARCHITECTURE
Graduate
This course addresses the fundamental aspects of developing an information technology (IT) strategic plan and the enabling IT architecture to support enterprise business processes. Students explore the importance of strategic alignment of business and technology as well as the contribution IT has on the value chain. Students will be able to more effectively use and manage IT from an enterprise view and from an architectural perspective. The course includes lectures, practical case discussions and current events in the industry. It also explores how IT can be leveraged to improve shareholder value, customer satisfaction and the competitive position of the firm. This is intended to be an advanced level managerial course for practitioners who have ambitions to be a senior IT executive, management consultant or a technical analyst.
MIS 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. It involves an in-depth study of current issues in information systems and technology. Subject matter constantly changes and will be indicated in class schedule.

MIS 799
INDEPENDENT STUDY
Graduate
Available for graduate students of demonstrated capability for intensive independent work in information systems.
MIS 555 or equivalent is a prerequisite for this class

MKT 202
QUANTITATIVE METHODS IN MARKETING
Undergraduate
This course explores quantitative techniques commonly used in business to aid in marketing decision making. It explores the concepts which underlie techniques and provides skills to understand and manipulate data using spreadsheet software. Statistics that are frequently used in marketing are taught. This course should be taken as soon as you decide to pursue a major or minor in Marketing.
MAT 137 or equivalent is a prerequisite for this class.

MKT 301
PRINCIPLES OF MARKETING
Undergraduate
Marketing 301 introduces basic marketing terminology and the relationships between and among these terms relevant to the creation and implementation of basic marketing strategy. The course content also focuses upon the controllable and uncontrollable variables which have bearing on the success or failure of marketing programs. The course also provides students with opportunities to demonstrate their ability to connect concepts discussed in the text and those same concepts appearing in academic and practitioner publications and popular business periodicals.
MAT 137 or equivalent is a prerequisite for this class.

MKT 305
INTRODUCTION TO MARKETING RESEARCH
Undergraduate
This course focuses on how to match research design (exploration, surveys, observation and experiments) with an organization's marketing problems. You will learn how to: design questionnaires, collect and analyze survey data, prepare and conduct focus groups and design experiments. Some knowledge of statistics required.
(MKT 202 or FIN 202 or MGT 202) and MKT 301 are a prerequisite for this class.

MKT 310
CONSUMER BEHAVIOR
Undergraduate
An analysis of the environmental, social and psychological factors that influence an individual's consumer decisions. Specific areas studies will be consumer motivation, attitudes, learning and decision processes, as well as lifestyles, reference groups, communication and cultural influences.
MKT 301 is a prerequisite for this class.
MKT 315  
STRATEGIC TOOLS FOR MARKETERS  
Undergraduate  
This course provides depth of knowledge to understand and apply important and relevant concepts in marketing such as market demand forecast, product positioning, pricing, marketing performance assessment, and product design. The course covers several hands-on tools that are frequently used by marketers and business-people to generate deep customer insight to aid decision-making in the above-mentioned areas.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 320  
PRINCIPLES OF ADVERTISING  
Undergraduate  
Development of an understanding of the principles, processes, and methods employed in advertising and sales promotion of products and services directed toward consumers and business. Discussion will involve understanding the behavior of the target audience, developing advertising, budgeting for advertising, creating the message and media strategy, and measuring the effectiveness of the advertising program.

MKT 202 and MKT 310 are a prerequisite for this class.

MKT 340  
MARKETING ACROSS CULTURES: A CULTURAL PERSPECTIVE ON MULTICULTURAL MARKETS  
Undergraduate  
The course is designed to challenge students to think critically about culture and international marketing, with an emphasis and perspective on multicultural markets. The course is structured to examine cross-cultural and intercultural approaches that intertwine with the international business environment and the impact that both have on the marketing of goods and services.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 352  
NEW PRODUCT DEVELOPMENT  
Undergraduate  
An introduction to the various types of new products and services, and to the new product management process used by many firms to increase the likelihood of success while minimizing financial risk. Students will learn about new product conceptualization, development, and launch stages of the process, and be introduced to some of the tools and techniques employed in each.

(MKT 202 or FIN 202 or MGT 202) and MKT 301 are a prerequisite for this class.

MKT 356  
MARKETING ANALYSIS AND PLANNING  
Undergraduate  
The first course of the IME sequence addresses marketing information gathering, analysis and planning. Students will learn how to conduct secondary research at the company and industry level for analysis of a firm's competitive situation. This analysis will be drawn from real-time cases from sponsoring Chicago-area companies. Emphasis is placed on teamwork and effective communication in oral and written presentation. Students will learn to analyze a firm's industry and competition as well as how to identify a target market and position a product. Milestones will include the preparation and presentation of the situation analysis elements of a marketing plan, as well as a presentation to the client company. 8 quarter hours. Offered every Autumn.

Acceptance into the IME program is a prerequisite for this class.
MKT 357
MANAGEMENT OF MARKETING
Undergraduate
The second course in the IME sequence acquaints the student with the knowledge and skills necessary for the management of marketing activities including marketing plan preparation and tactical decision-making in changing situations. (1) Students will build upon the situation analysis and presentation skills acquired in the IME Level I, by developing skills necessary to prepare and present a marketing plan. (2) Tactical managerial decisions to be addressed include product/service management, competitive pricing decisions, distribution, and promotion decisions as faced by the manager of marketing activities in the day-to-day life of the firm. Students will learn to develop sales forecasts and budgets and apply control and analysis techniques to evaluate marketing operations. Course milestones will include market plan development and presentation to internal as well as external groups, and the presentation of analysis and recommendations to address the day-to-day management of marketing operations. Students will work in teams to address a marketing problem provided by a sponsoring Chicago-based company. This problem will require students to use available secondary data to analyze the current market situation and analyze and interpret primary data necessary to make decisions. 8 quarter hours. Offered every Winter.
Acceptance into the IME program is a prerequisite for this class.

MKT 358
MARKETING IN A GLOBAL ENVIRONMENT
Undergraduate
This final course in the IME sequence provides a strategic perspective for marketing management in a global environment. The course will address company organization, industry structure, firm's competitiveness, marketing activities, and market-entry strategies. Course milestones will address the issues and decisions normally associated with international market expansion. The course is a hands-on learning experience for the student/team through the introduction and interaction with a Chicago-based company currently involved in international business. 4 quarter hours. Offered every Spring.
Acceptance into the IME program is a prerequisite for this class.

MKT 359
ADVANCED MARKETING MANAGEMENT
Undergraduate
This course will familiarize students with the role of the marketing manager in charting the direction of a business, and formulating strategies to create or sustain competitive advantage. It provides knowledge and skills to help students identify, analyze, and address marketing problems and opportunities, and enable them to make effective business decisions. PREREQUISITE(S): MKT 202 & MKT 310
MKT 202 and MKT 310 are a prerequisite for this class.

MKT 360
INTERNATIONAL MARKETING
Undergraduate
The course is designed to provide students with an understanding of international marketing within a global framework. The course focuses on marketing concepts, theories, and principles applicable to international marketing management. The course is structured to examine the environmental factors (political, economic, cultural, and demographics) that drive host-country governments' goals and objectives that affect firms and industries operating in developed and emerging markets of the world. Emphasis is placed on marketing strategies to emerging economies in different regions of the world and to how to start, develop and become a truly global marketing force today.
MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 376
EFFECTIVE BUSINESS COMMUNICATION
Undergraduate
This course is designed to expand the participant's communication skills through the application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including: memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication, both individually and as part of a team.
MKT 377
FUNDAMENTALS OF SALES & NETWORKING
Undergraduate
In the current business environment, companies are focusing their efforts on recruiting well-trained and refined sales professionals who generate substantial revenue. This course is designed to expose students to the energy, decorum, techniques and methods of superior selling sought after in today's business environment. Coursework will examine networking techniques and ways in which to identify high-potential opportunities. Application of techniques is crucial to learning this material; therefore students will be given the opportunity to implement learned techniques via real-world selling activity.

MKT 378
SALES STRATEGY & TECHNOLOGY
Undergraduate
Students taking this course will be provided with a comprehensive understanding of sales strategy and sales technology used to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lecturers, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations.

MKT 379
LEADERSHIP IN SALES ORGANIZATIONS
Undergraduate
This is a strategic sales course which emphasizes strategic leadership (setting the course), organization leadership (selecting, organizing, motivating, measuring and conflict resolution), and personal leadership (leading people, leading talent and leading yourself) in today's changing sales organization.

MKT 380
SCIENCE OF RETAILING
Undergraduate
Students are introduced to concepts of the retail business model which include: identifying the target consumer and market, development and implementation of merchandising plans, interaction with supply chains, management of human resources and the financial implications of decisions at the corporate and store levels.

MKT 381
BUILDING FINANCIAL RELATIONSHIPS
Undergraduate
Students learn the basic financial products and services that help clients achieve their financial goals and will gain a basic understanding of financial planning. More importantly, students learn how to identify prospects, uncover client financial needs, help clients achieve their financial goals and build the trusted relationships that lead to turning a prospect into a customer and a customer into a lifelong client. The course includes guest speakers, role playing, presentations and the development of a personal financial plan for each student.

MKT 382
PRINCIPLES OF CATEGORY MANAGEMENT
Undergraduate
Successful companies expect their suppliers to act as partners that will help them grow their businesses, not simply to trade share among competitors. Relationships are established between buyer and seller when vendor partners demonstrate and leverage business understanding to build customer volume. In consumer packaged goods, this practice is known as category management. The course is taught through the case method to learn the category management process, use the information systems and data resources available and develop sales presentations that effectively communicate solutions for business problems in three different industries.
MKT 383
ADVANCED VALUATIONS FOR BUSINESS
Undergraduate
This is a strategic sales course which emphasizes the psychology of selling in complex selling situations, identifying the decision maker among multiple contacts, quantifying the value proposition to the customer, and presenting a compelling sales proposal.

MKT 202, MKT 310 and (MKT 376 or MKT 377) are a prerequisite for this class.

MKT 390
SERVICE MARKETING
Undergraduate
This course will explore the identifying characteristics of service marketing as compared and contrasted with product marketing. The conceptual differences in marketing of intangibles vs. tangible offerings to the market will be emphasized. The course will consist of lecture, discussion, readings and cases.

MKT 202, MKT 301 and MKT 310 are a prerequisite for this class.

MKT 393
MARKETING INTERNSHIP
Undergraduate
Internships provide an opportunity to obtain valuable professional experience and contacts in advertising agencies, manufacturing, services, public relations agencies, and communications. IME Marketing majors are required to complete one quarter of intern credit. The department's internship coordinator will work with each student to obtain placement. Students will work for and study the marketing operation of the firm. Marketing internship may be taken, with approval of the coordinator, any quarter. In lieu of internship, IME students may, with approval of the Chair, elect to complete a Marketing elective. MKT 393 qualifies for the Junior Year Experiential Learning requirement.

MKT 395
INTERACTIVE/INTERNET MARKETING
Undergraduate
The course provides an introduction to Interactive/Internet marketing methods and high-level insight into the technology challenges that the respective marketing effort presents. Business to Consumer examples and strategies will be explored in a variety of vertical markets (e.g. financial services, technology, retail, catalog, manufacturing, health care, hospitality and entertainment). Integration with other marketing channels will be discussed. Global, privacy (including legislation challenges) and ethical issues will be introduced. Format will include lecture, guest speakers from the industry, Web browsing, quizzes, analysis and strong emphasis on discussion. A web integrated marketing strategy paper will be developed incorporating all concepts and experiences.

MKT 301, MKT 310, and ([MKT 202 and MKT 305] or an intended/declared HSP Virtual Marketing specialization) is a prerequisite for this class.

MKT 398
SPECIAL TOPICS
Undergraduate
Content and format of these courses are variable. An in-depth study of current issues in marketing. Subject matter will be indicated in class schedule. The Marketing department offers special topics in a variety of areas. Students may take more than one special topics course as an elective.

MKT 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in marketing.

MKT 301, MKT 310 and permission of the instructor is a prerequisite for this class.

MKT 525
MARKETING RESEARCH I
Graduate
Required for Marketing concentration. This course provides an overview of the nature of marketing research and its role in decision-making with the organization. Specifically the students will concentrate their efforts on understanding the process of research design and implementation. Offered every quarter.

GSB 420 and MKT 555 are a prerequisite for this class.
MKT 526  
MARKETING RESEARCH II  
Graduate  
Those students interested in more extensive marketing research experience should enroll in this course. The student will begin with a data set and work closely with the instructor in performing multivariate data analysis and developing a format for presentation of results. MKT 525 is a prerequisite for this class.

MKT 528  
QUALITATIVE RESEARCH METHODS  
Graduate  
Qualitative Research Methods will explore non-survey and non-experimental techniques useful in researching issues with marketing implications. Lectures and reading assignments will be punctuated with experimental exercises, videotapes, and student presentations. Topics will include question design, content analysis, and unstructured or simple observation. Projective techniques and other indirect methods, in-depth/in-person interviews, and focus group sessions. Offered variably.

MKT 525 and MKT 545 are a prerequisite for this class.

MKT 529  
PRECISION MARKETING  
Graduate  
Geodemographic systems such as Claritas and Spectra combine publicly available demographic data with commercial databases and mapping software. These tools, which are used by most Fortune 1000 consumer firms, enable marketers to pinpoint target markets and create effective strategies for a variety of marketing activities. Course topics include the strengths and weaknesses of different approaches, identification of a geodemographic target market, and the use of geodemographic data for advertising and promotion, retail site selection, cross-selling opportunities, and other strategic decisions. Offered winter quarter.

MKT 555 is a prerequisite for this class.

MKT 530  
CUSTOMER RELATIONSHIP MANAGEMENT  
Graduate  
Students are introduced to a new strategy methodology, CRM, which is currently being adopted by many organizations in efforts to enhance their competitive advantage. Focus is placed on understanding how an enhanced customer relationship environment can differentiate an organization in a highly competitive marketplace. Both the business and consumer markets are examined in multiple vertical markets. New technology demonstrations and their impact will be discussed. Guest speakers provide current best-practice methods. Topics included: Case analysis and projects make up the course assignments.

MKT 555 is a prerequisite for this class.

MKT 534  
ANALYTICAL TOOLS FOR MARKETERS  
Graduate  
This course seeks to provide an in-depth understanding of both qualitative and quantitative analytical tools that are of critical importance to marketers. These tools will help marketers avoid head-to-head competition, understand customer perceptions, understand customer preferences, develop accurate sales forecasts, and financially value marketing strategies. The course is designed to be "hands-on" in that students will develop understanding mainly through conducting application projects and presenting results. The course is also designed to be immediately applicable to marketers’ current and future jobs.

MKT 555 is a prerequisite for this class.

MKT 535  
MARKETING STRATEGIES AND PLANNING  
Graduate  
The basic elements of planning including the identification of the company's basic purpose and mission and their translation into specific objectives. Strategies to accomplish objectives are fused from marketing, financial, and manufacturing elements but emphasizing marketing elements. This course focuses on the contribution of marketing to the establishment of company policies, objectives, and marketing planning.

MKT 555 is a prerequisite for this class.
MKT 537
NEW PRODUCT MANAGEMENT
Graduate
The course has four objectives: first, to familiarize participants with how firms manage the conceptualization, development and launch of new products and services; second, to develop a systematic process for new product development that matches the existing business context; third, to give participants knowledge of some useful and immediately applicable tools that will enable them to participate and lead a team that effectively translates a firm's strategy and customer needs into successful products and services; and finally, help participants understand the impact of company dynamics in affecting the new product development process.

MKT 525 is a prerequisite for this class.

MKT 540
STRATEGIC PLANNING: DEVELOPING SUSTAINABLE BUSINESS MODELS
Graduate
In today's hyper-competitive business environment, firms find it increasingly difficult to generate sustainable revenue growth. This course uses an organic-growth, marketing-based, customer-driven approach for developing sustainable year-on-year revenue growth. Linkages are created between existing benefits-based customer segmentation strategies, changing customer needs, the choice of a firm's or a business unit's product/service-line positioning strategy, its chosen business model, and finally its performance. Topics covered include: Outcomes-based segmentation, Price-performance curves, Market-leader positioning approaches, Business model visualization and representation, Dynamic positioning, product-line and business unit adaptation, Value migration and threats to sustainability. By the end of the course, students will know how to detect signals of change in customer needs and adapt their business models resulting in sustainability. This is a case-based course with a project deliverable due at the end of the course.

MKT 555 is a prerequisite for this class.

MKT 541
BRAND MANAGEMENT
Graduate
Brand management is an important component of both consumer and business marketing. The course addresses important branding decisions faced by an organization, particularly the role of brands in strategy. Learning objectives are (1) to increase understanding of the important issues in planning and evaluating brand strategies; (2) to provide the appropriate theories, models, and other tools to make better branding decisions; (3) to understand how marketing mix variables can affect brand equity over time; (4) to understand how to build and maintain brand equity; (5) to understand how to adapt brand strategies and tactics to optimize marketplace success.

MKT 555 is a prerequisite for this class.

MKT 542
BRAND CULTURE
Graduate
Brands are complex socio-cultural entities. They occupy a unique position in modern culture and consumers are increasingly playing a more prominent role in the legacies of brands. Despite these realities, the complex relationship between brands, consumers and culture has typically been ignored. This seminar class will explore the culture of brands, focusing on what consumers do with and to brands instead of what brands do to consumers. Readings will come from a variety of perspectives, including both practitioner and academic sources. Topics covered will include: Sociological aspects of consumers and their brands, brands and status systems, brand and consumption communities, and consumer created marketing content. This class is designed to give you an advantage in being the best brand manager. It will stress critical thinking, creativity, synthesis and application of the newest insights concerning brands. Students will emerge with a better understanding of how to engage in the practice of cultural branding.

MKT 555 is a prerequisite for this class.

MKT 545
CONSUMER BEHAVIOR
Graduate
Required for Marketing concentration. A review of the various theories, models, and techniques that attempt to explain consumer behavior. The course consists of lecture-discussions of behavioral theories, the empirical findings of contemporary research, and case studies designed to illustrate the salient issues involved in developing consumer-oriented marketing strategies.

MKT 555 is a prerequisite for this class.
MKT 550
BUSINESS TO BUSINESS MARKETING
Graduate

The marketing of business goods and services to other businesses (B:B) is more significant in our economy than consumer marketing and is the key to the continued success and productivity of the U.S. economy. In this course, the principles and practices of interindustry marketing will be explored by case analysis. The factors which must be considered before establishing marketing programs manufacturers, service industries and exporters will be examined. Examples will be drawn from varied industries, including equipment, electronics, computer systems, health care and others. New product introduction, distribution, and other marketing strategies will be emphasized.

MKT 555 is a prerequisite for this class.

MKT 555
DECISIONS IN MARKETING MANAGEMENT
Graduate

Students are provided with an overview of the marketing process for consumer-oriented firms. Focus is placed on decision-making that aligns a firm's market offerings with the wants and needs of targeted segments of customers within a continuously changing environment. Written cases/projects are part of the course assignment.

MKT 557
INTERNATIONAL MARKETING
Graduate

The differences between markets and distribution systems in various countries are explored. By emphasizing the social and economic factors causing these differences a sound understanding of and empathy with different international marketing problems are developed. Analyses are made of the organization of trade channels in various cultures, of typical government policies towards international trade in countries at different stages of development, and of international marketing research, advertising, and exporting. Offered Variably.

MKT 555 is a prerequisite for this class.

MKT 558
MARKETING ACROSS CULTURES: A GLOBAL PERSPECTIVE
Graduate

The course is structured to examine culture from two dimensions: a cross-cultural view, which compares local culture customs across various national marketing environments; and an intercultural approach where the focus is to exam the interaction between foreign firms and a host-country culture. Learning objectives: Students will gain an understanding of cultural variables from a global perspective. Students will gain the ability to compare and analyze national cultural similarities and differences across national, regional and global environments. Students will gain the ability to recognize and analyze the interaction in marketing approaches between people and business groups who have different national/cultural backgrounds.

MKT 555 is a prerequisite for this class.

MKT 575
ADVERTISING AND SALES PROMOTION MANAGEMENT
Graduate

A study of the theories and techniques applicable to the development of the promotional mix. Class consists of analysis and development of objectives, budgets, message design and media selection, and measuring the effectiveness of these for mass design and direct promotional vehicles.

MKT 545 and MKT 555 are a prerequisite for this class.

MKT 576
EFFECTIVE BUSINESS COMMUNICATION
Graduate

This course is designed to expand the participant's communication skills through application of the principles of communication science and the psychology of persuasion in a contemporary business setting. Personal ethics and credibility are explored as important components of effective communication, both as individual's and as team members. Students are shown how to develop successful communication and message packaging strategies useful in a variety of communication venues including memos, meetings, briefings, interviews and individual and team presentations. Oral presentations and written communication techniques are explored including use of visuals, computer graphics, and layout techniques. The mechanisms of Speech Apprehension (stage fright) are presented as well as techniques for management and reduction of this common, debilitating phenomenon. Personal ethics and credibility are explored as important components of effective communication.
MKT 577
LEADING BUSINESS DEVELOPMENT
Graduate
This is a course designed for managers or future team leaders seeking to maximize their resources to achieve sound business results for their organizations and customers. Utilizing current practices, processes, and proven in-market techniques, students will learn to create and maintain a customer team that achieves results with the internal as well as external customer. Emphasis will be placed on: Team Leadership Skills, Profiling and Segmenting Customers, Managing Team Performance, Developing Business Plans and Relationships, internally and externally.

MKT 578
SALES STRATEGY & TECHNOLOGY
Graduate
Students taking this course will be provided with a comprehensive understanding of sales strategy and an appreciation of sales technology used today to optimally organize and deploy sales resources. At the heart of this course is an introduction to the principles of customer relationship marketing and customer acquisition programming. Students will learn via lecture, text, guest lectures, exposure to the latest technological tools and current case study. This course will benefit participants by providing a true perspective as to what role sales plays today and will play in the future of customer-centric organizations.

MKT 583
MONETIZING MARKETING STRATEGY
Graduate
The goal of every business strategy is to create profitable customers by delivering superior value. The way in which that strategy is monetized in the implementation process is critical to the success of the venture. The key focus of the course will be the development of useful processes and metrics through the marketing and selling activities to deliver customer and corporate value which will allow managers to monitor and measure individual corporate performance. Student learning will be assessed by a combination of class participation, weekly assignments, examinations, and team performance on final written proposals and presentations.

MKT 590
MARKETING OF SERVICES
Graduate
This course examines service organizations’ distinctive approach to marketing strategy development and execution. Differences and similarities between the marketing of services and that of manufactured goods will be discussed. Other topics include measurement of quality and customer satisfaction, customer behavior and expectations, roles of service providers and customers, service competitive advantages, relationship management, overlap of service marketing with other organizational disciplines (e.g. H.R., operations, finance), organization design and value-chain impacts, outsourcing challenges and opportunities, global issues, macro environmental impacts, Business to Business and Business to Consumer examples and strategies in multiple vertical markets (e.g. financial services, technology, retail catalog, manufacturing, health care, hospitality and entertainment, automotive, government). Student groups will maintain service encounter journals which will be used as input to the group’s analysis paper assignment. Two abbreviated exams will measure the student’s grasp of service marketing concepts. Group case analysis work will reinforce the course concepts.

MKT 595
INTERNET AND INTERACTIVE MARKETING
Graduate
Explores the emerging business models, rules, tactics, and strategies associated with this medium. Integration with other channels and marketing operations is stressed. Classes are discussion-based, drawing on current applied readings and cases from a variety of industries in both the business-to-business and business-consumer markets.

MKT 555 is a prerequisite for this class.
MKT 793
MARKETING INTERNSHIP
Graduate
Internships provide an opportunity to obtain valuable professional experience and contacts in many areas of marketing e.g. advertising agencies, manufacturing, services, public relations agencies, and communications. The Department's internship coordinator will work with each student to obtain placement, if needed. Student will work for and study the marketing operations of the organization. Marketing internship may be taken, with approval of the coordinator, any quarter.

MKT 798
SPECIAL TOPICS
Graduate
Content and format of this course is variable. An in-depth study of current issues in marketing.

MKT 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in marketing.

MLS 401
VISIONS OF THE SELF
Graduate
A study of the differing visions of the self as presented in significant documents from the history of ideas. Materials selected from classic texts of literature, philosophy, theology, psychology and social science.

MLS 402
PERCEPTIONS OF REALITY
Graduate
A survey, beginning with ancient Greece and ending with the modern world, of models of universal order as developed by natural scientists and literary and visual artists.

MLS 403
THE AMERICAN EXPERIENCE
Graduate
A chronological and thematic study of the location of self within American culture. Readings chosen to reflect both dominant and dissenting ideas at specific points of American history.

MLS 404
THE CITY
Graduate
A topical examination of the urban experience using the methods and sources of both historians and social scientists. Topics include survey of various images of the city, utopian and dystopian visions, and the uniqueness of the modern city.

MLS 405
REPRESENTATIONS OF THE BODY
Graduate
This course will examine how the human body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction whose analysis yields insights into structures of power and consciousness.

MLS 406
EXPLORING OTHER CULTURES
Graduate
Examination of the history, traditions, values and institutions that have shaped the lives of people in another culture. Analysis of the "terms of encounter," that is, the perspectives that students assume as they seek to encounter the "other" Variable to
MLS 407
SELF,CULTURE AND SOCIETY IN CONTEMPORARY JAPAN
Graduate
Interdisciplinary examination of the political, economic and social order of contemporary Japan. Relationship of individuals and groups to the social order, as they create the reality of diversity and possibilities for change.

MLS 409
ENVIRONMENT AND SOCIETY
Graduate
"Environment and Society" is a 400-level interdisciplinary core course on the environment. The course might include such topics as cultural diversity in time and place with regard to the human view of the natural world, various approaches to environmental ethics, philosophical and religious influence in conceptions of the earth as environment, the relationship between scientific measurement and the social constructions of the natural world, the science and politics of climate change, race and gender considerations in environmental politics, and environmental consciousness in literature and the arts. The instructor's own disciplinary interests will play a prominent role in the course construction, but the course will draw from the sciences, the social sciences and the humanities. As in all MLS courses, the instructor will use the course assignments to work with students on enhancing graduate-level intellectual skills through reflexive pedagogy.

MLS 419
CHICAGO: THE 21ST CENTURY
Graduate
Chicago: Towards The 21st Century.

MLS 427
TOPICS IN COMMUNICATION AND CULTURE
Graduate
Variable topics relating to cross-cultural communication, culture and media, cultural difference in communication, and communication issues in multiculturalism. Consult current course schedule for topic.

MLS 428
TOPICS IN ORGANIZATIONAL COMMUNICATION
Graduate
Variable topics relating to communication issues in organizational settings, including power, institutional culture and change, training, and multicultural factors. Consult current course schedule for topic.

MLS 440
FEMINIST THEORIES
Graduate
A discussion and assessment of the various theories concerning the place of women in society, including theories that have advocated a more positive role for and valuation of women than those of the dominant society. The course will take both an historical and a topical approach. Cross-listed as WGS 300 and WGS 400.

MLS 441
WOMEN ACROSS CULTURES
Graduate
A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics, and culture. Focus is on African, Asian and Latin American cultures and non-dominant groups within Western Societies. Topics vary each quarter. Cross-listed as WGS 390 and WGS 490.

MLS 442
ETHICS AND THE ECONOMY
Graduate
This course will present the thinking of social scientists, philosophers and theologians on the impact of religious values on the origin and development of American capitalism, and their possible relevance to contemporary discussions of business ethics. Cross-listed as GSB 650 and PHL 650.
**MLS 443**
**WORK, LEISURE AND THE QUALITY OF LIFE**
Graduate
The course examines the nature and meaning of work and leisure in Western culture, and the relationship of work and leisure to contemporary issues associated with the concept “Quality of Life”. Cross-listed as SOC 475.

**MLS 445**
**GENDER AND COMMUNICATION**
Graduate
A review of the differences in communication patterns between women and men. Topics covered include language and language usage differences, interaction patterns, and perceptions of the sexes generated through language and communication. Cross-listed as CMN 523 and WGS 440.

**MLS 447**
**GENDER AND SOCIETY**
Graduate
Attention to the growing literature and empirical research on changing patterns in economic, psychological and social outcomes for women and men. Consideration of various theories of gender differentiation and inequality.

**MLS 448**
**WORK AND LEISURE IN THE FUTURE**
Graduate
The latter half of the 20th century has seen great change in the meaning, form and value assigned to work and leisure in society. Many of these changes have come to be characterized as inevitable consequences of life in post-industrial society. This course: 1) speaks to identify the factors that are shaping the future of work and leisure and 2) will explore futuristic scenarios that challenge the position of “work as a central-life meaning.” Cross-listed as SOC 476.

**MLS 449**
**TOPICS IN NON-FICTION WRITING**
Graduate
Topics addressed in different versions of the course may include writing for magazines, science writing, travel writing, writing in humanities and social science research, etc. Consult current course schedule for topics.

**MLS 450**
**CHICAGO: ARCHITECTURE & URBAN DEVELOPMENT**
Graduate
A study of urban architecture in Chicago from 1833 to 1984, including the role of planning, the purpose of open space, the place of tradition, the impact of modern design theories and evaluation of contemporary developments.

**MLS 451**
**TOPICS IN AMERICAN POLITICS**
Graduate
Topics in American Politics

**MLS 452**
**GREAT IDEAS, BUSINESS AND SOCIETY**
Graduate
A study using primary sources of the basic ideas, aspirations and values which humanity strives to attain and which constitute the basis of fundamental demands on the world of business and its managers, their policies and decisions.

**MLS 453**
**POLITICS, MEDIA AND EVERYDAY LIFE**
Graduate
An examination of various ways in which the mass media influence our perceptions of reality. Political, social and cultural implications of media processes are assessed. Cross-listed as PSC 321.
MLS 455  
COMMUNITY AND THE CITY  
Graduate  
The course explores the possibilities for community life within urban settings. It emphasizes the development of network relations and cross-cutting ties.

MLS 456  
THE USES OF AUTOBIOGRAPHY  
Graduate  
Study of selected autobiographical writings to serve as models for self-expression.

MLS 458  
ISLAM AND THE WEST IN THE MODERN WORLD  
Graduate  
An examination of the economic, cultural and political interactions of Europe and the Islamic World.

MLS 459  
WRITING IN THE PROFESSIONS  
Graduate  
Improves writing skills useful in semi- and non-technical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design. Cross-listed with WRD 522.

MLS 460  
THE DILEMMA OF THE MODERN AGE  
Graduate  
The crisis of the individual's place in society is exposed through social sciences, philosophy, literature, art and music. The distinctive features and responses to modern culture-individualism, alienation and depersonalization are illuminated through multiple perspectives. Cross-listed as SOC 473.

MLS 461  
MODERN POETRY  
Graduate  

MLS 462  
TOPICS IN BUSINESS ETHICS  
Graduate  
Seminar in Business Ethics. Cross-listed as PHL 640 and GSB 640.

MLS 463  
NATIONALISM AND INTERNATIONAL CONFLICT  
Graduate  
This course will explore the social origins and development of national identities. How these identities have been manipulated to serve specific competitive interests in the past two hundred years will also be discussed. Cross-listed as PSC 342 & INT 365.

MLS 464  
THE CULTURE OF AMERICAN CATHOLICS  
Graduate  
How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of "the Church" as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the church and those who challenged and changed it. (Course is cross-listed as REL 384, CTH 384 and MLS 464.)
MLS 467  
SELECTED TOPICS ON WOMEN IN LITERATURE  
Graduate  
Topics vary; see schedule for current offering.

MLS 468  
SELECTED TOPICS: WOMEN, SELF AND SOCIETY  
Graduate  
Topics vary; see schedule for current offerings.

MLS 473  
TOPICS IN LITERATURE  
Graduate  
Topics addressed in different versions of the course may include various themes, movements and genres in British, American and World Literature. Consult current course schedule for topic.

MLS 474  
WOMEN AND ART  
Graduate  
Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. Cross-listed as HAA 366.

MLS 475  
TOPICS IN CONTEMPORARY FILM  
Graduate  
An examination of recent films and their relation to broader tendencies in contemporary culture. Topics vary, see schedule for current offerings.

MLS 476  
CHICAGO IN FICTION AND FILM  
Graduate  
This course examines novels and short stories written by Chicagoans during the 20th century. It also includes a few film adaptations of these works.

MLS 477  
FEMINIST ETHICS  
Graduate  
Critiques of mainstream empirical and philosophical works and of Carol Gilligan's work on ethics will include discussions on the women's voice in morality, the nature of theories by women vs. men, the formation of plural positions concerning care versus justice, and alternative ethical stances. Cross-listed as WGS 310/410 and REL 322.

MLS 478  
THE PSYCHOLOGY OF WOMEN  
Graduate  
A review of research and theory on women including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as PSY 561 and WGS 470.

MLS 479  
WRITING POETRY  
Graduate  
Writing Poetry. Cross-listed as ENG 493.
MLS 480
MAJOR AUTHORS
Graduate
An examination of major writers in the English and American literary traditions. Topics vary; see schedule for current offerings.

MLS 481
SPECIAL TOPICS IN ART HISTORY
Graduate
Explorations in the history of art from ancient Egyptians to contemporary art. Topics vary.

MLS 482
ECOLOGY, SPIRITUALITY AND ETHICS
Graduate
This course explores the ecological crisis from a religious/ethical perspective, examining the dangers posed for humanity and the planet. It considers the new cosmology developing from science, especially physics, and its dialogue with philosophy, myth and religion. Cross-listed as REL 320.

MLS 483
CULTURAL PERSPECTIVES ON HEALTH AND DISEASE
Graduate
A multidisciplinary examination of the cultural factor that help form notions of the well and sick states of the human body. Included will be such topics as the social/religious history of epidemics, healing in Western and non-Western medicine, etc. Sources will be drawn from the history of medicine, anthropological and sociological works, philosophy and literature. Cross-listed as REL 320.

MLS 484
ZEN MIND
Graduate
This course examines the philosophy, art, literature and religious practice of Zen Buddhism. It explores Zen's influence in both Japan and America. Cross-listed as REL 342.

MLS 485
INEQUALITY IN AMERICA
Graduate
This course examines the nature and extent of inequality in American society and explores various psychological, political, social and economic theories which attempt to explain the existence of this phenomenon. Cross-listed as PSC 324.

MLS 486
TOPICS IN POPULAR CULTURE
Graduate
Examines a specific dimension of popular culture using interdisciplinary theories and methods. Possible topics include Food in Film, The Ideology of Romance, or perhaps the popular culture of a decade like the 1950s or 1960s. Topics vary.

MLS 487
SPECIAL TOPICS IN HISTORY
Graduate
Topics vary.

MLS 488
TOPICS IN WORLD RELIGIONS
Graduate
Topics in World Religions
MLS 489  
**TOPICS IN SOCIOLOGY**  
Graduate  
Various topics in the field of sociology.

MLS 490  
**SPECIAL TOPICS AND CONTROVERSIES**  
Graduate  
Occasional offerings of particular contemporary relevance by visiting professors. Topics vary.

MLS 497  
**INDEPENDENT STUDY [NON-CAPSTONE]**  
Graduate  
Independent study in an area that does not lead directly into the thesis or capstone. Students may also register for this course on a topic indirectly related to their thesis or capstone if they will subsequently take MLS 498, in which the student directly prepares to write the Integrating Project/Thesis. The MALS and IDS Program requires that students taking independent studies follow a specified format of meeting frequency, activities, and scholarly production. This format is available on the program website or from the MALS and IDS office. Registration is by permission of the Director of the MALS and IDS Program and the instructor of the independent study.

MLS 498  
**INDEPENDENT STUDY**  
Graduate  
Independent study undertaken as preparation for thesis or practicum capstone options. This course is optional preparation for MLS 499, Capstone. The MALS and IDS Program requires that students taking this course follow a specified format of meeting frequency, that they produce a review of literature related to their thesis or practicum, an annotated bibliography, and the required Formal Proposal for the thesis or practicum. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the thesis or practicum director.

MLS 499  
**CAPSTONE**  
Graduate  
Capstone for students doing a thesis, practicum or enhanced portfolio essay. Students may register for this course after the Formal Proposal for the thesis or practicum, or the Enhanced Portfolio Essay Proposal, has been approved. Students are normally expected to complete their capstone projects within the quarter in which they take this course. This course carries four hours of credit. Registration is by permission of the Director of the MALS and IDS Program and the permission of the instructor who serves as the student's capstone director.

MLS 500  
**CAPSTONE**  
Graduate  
A seminar offered occasionally to guide groups of students working on their capstone projects.

MLS 501  
**ACTIVE STATUS**  
Graduate  
Students register for this course during periods when they are not registered for courses but wish to have access to university facilities. Ordinarily students will not use this course once they have been admitted to candidacy during the thesis or capstone.

MLS 502  
**CANDIDACY CONTINUATION**  
Graduate  
Students who have completed MLS 499 Thesis/Capstone may register for this course in order to have continued access to university facilities. Students may register for this course no more than three times. Non-credit. $40.00 per quarter.
MM 200
DIGITAL PHOTOGRAPHY
Undergraduate
A course using digital cameras and software to create/modify and distribute digital photographs.

MMT 401
FOUNDATIONS OF MATHEMATICAL THINKING AND LEARNING IN THE MIDDLE SCHOOL
Graduate
This course is designed to help participants construct meaningful connections between being a learner of mathematics (i.e., a person who can solve problems, reason mathematically, communicate findings and thinking, and make connections) and being a teacher of mathematics (i.e., a person who can help others understand, use, and apply mathematical ideas). The course will begin the process (which will be continued throughout the remainder of the Master of Arts in Middle School mathematics Education program) of having students explore the interplay between narratives describing their own classroom experiences as well as literature and research about others' experiences in order to analyze the impact of developmental and interpersonal experiences on the learning and teaching of mathematics.

MMT 410
THE DEVELOPMENT OF MIDDLE SCHOOL MATHEMATICS LEARNERS
Graduate
Critical to the success of middle school mathematics learners, is their teachers' understanding of the multiple perspectives that research has taught us, as educators, about how people learn. In this course, participants will engage with the history and evolution of how the fields of educational psychology, cognitive science, applied developmental psychology, and mathematics education have contributed to a modern understanding of what constitutes effective practice for middle school mathematics teaching. Major theoretical positions and their seminal architects will be highlighted, examined and discussed. A particular emphasis will be put on each position's impact on curriculum development and classroom pedagogy for middle school mathematics.

MMT 420
TEACHING, LEARNING, AND ASSESSMENT OF MIDDLE SCHOOL MATHEMATICS
Graduate
This course will examine, in the context of classroom practice, the following themes: 1) How students can learn mathematics with conceptual understanding; 2) How to teach mathematics so that students learn with understanding; 3) How to assess students' mathematical knowledge to inform instruction and determine their growth; 4) The nature and content of innovative curriculum projects designed to teach mathematics for conceptual understanding.

MMT 430
APPLIED PROJECT IN MATHEMATICS EDUCATION
Graduate
This course will span the three quarters of the second academic year of the program and will be partnered with the three content-focused courses offered during the second year. Participants will be introduced to the field of educational inquiry through a study of various designs and methods of doing educational research. In addition, this course will help participants consider current issues in mathematics education in relationship to their own teaching and learning of mathematics and what it means to transfer the mathematics learned in other courses into one's practice as a math teacher. They will identify concrete changes they want to implement in their teaching during the years following their completion of the program based on the new content and ideas to which they have been exposed. As part of the course, the teachers will design an action research project during the first quarter, implement the project during the second quarter, and analyze the data during the third quarter.

MOL 197
SPECIAL TOPICS IN MODERN LANGUAGES
Undergraduate
See schedule for current offerings.

MOL 198
STUDY ABROAD
Undergraduate
Variable credit.
MOL 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

MOL 210
CLASSICAL MYTHOLOGY
Undergraduate
Classical Mythology is an interdisciplinary blend of the classical traditions of myth and literature, concentrating on myth. It endeavors to place Classical myths into their historical, social and cultural contexts. Students will learn significant myths and the names and functions of the most important characters in them along with primary myth theories.

MOL 211
HEROES AND EPICS
Undergraduate
Heroes and Epics is a literature course centered around Homer's Iliad and Odyssey and Vergil's Aeneid; it endeavors to place these epic poems into their geographical, historical, social, and cultural contexts. Students will learn the definition of Epic as a literary genre and discover how this genre evolved, through ancient Greek oral tradition, to reflect audiences and times.

MOL 212
CLASSICAL TRAGEDY
Undergraduate
Classical Tragedy is a literature course that introduces students to the authors, social contexts and performances of ancient Greek drama. Students will learn how to interpret the ?myth? presented on the ancient Greek stage, and how to apply what they have learned to detect and interpret the moral, social and political issues raised in this timeless, yet keenly particular, literature.

MOL 213
ANCIENT GREEK AND ROMAN COMEDY
Undergraduate
Ancient Greek and Roman Comedy. Selected landmarks of Greek and Roman satirical literature. Students learn important theories of interpretation, theories of humor as well as secondary interpretive opinions about ancient Comedy. This course endeavors to train intelligent critics of modern satire.

MOL 214
THE CLASSICAL FEMININE
Undergraduate
Close reading of translations of ancient Greek, Latin, and Semitic texts that pertain to or are written by women. We will investigate the nature and the roles of the "feminine" in Antiquity, studying the day-to-day lives of women, with emphasis on the textile arts that comprised their primary daily activity. Although students will visit these texts through English renderings, the course will yield a lively sense of the ancient languages in which they were written -- and, thereby, the living conversations with which women of these time-honored cultures expressed, and wove, themselves.

MOL 243
JAPANESE POETRY IN TRANSLATION
Undergraduate
Survey of Japanese poetry in English translation, with selections of representative authors from the Classical and Modern periods.

MOL 244
CLASSICAL CHINESE I
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. Permission of instructor, some Mandarin Chinese preferred.
MOL 245
CLASSICAL CHINESE II
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 244 or equivalent recommended.

MOL 246
CLASSICAL CHINESE III
Undergraduate
Classical Chinese is predominantly a literary language, which has played a linguistically and culturally unifying role among the many vernacular languages of China. MOL 245 or equivalent recommended.

MOL 248
CHINESE CALLIGRAPHY
Undergraduate
An introduction to the art of Chinese calligraphy. Hands-on practice as well as history and theory of the art. This course is open to students with no background in Chinese calligraphy, language, literature, or culture.

MOL 249
MODERN CHINESE LANGUAGE AND SOCIETY
Undergraduate
This course will explore facets of Modern China, with special attention to how language and culture intertwine.

MOL 277
TURN OF THE CENTURY VIENNA
Undergraduate
This course will explore a number of the prominent players who were active in Vienna during the turn of the century, such as Sigmund Freud, Gustav Klimt, Arthur Schnitzler, Ludwig Wittgenstein, and Gustav Mahler. We will examine, through primary and secondary texts, and works of art, music and film, the lasting impact of their contributions on the development of thinking and innovation in the twentieth, and indeed even twenty-first, centuries.

MOL 282
MODERN AFRICAN LITERATURE
Undergraduate
Themes and theories of postcolonial studies in relation to African culture, politics and literature. Evaluation of novels, criticism, and movies to provide an introduction to the complex, highly heterogeneous experience of modern African literature.

MOL 297
SPECIAL TOPICS IN MODERN LANGUAGES
Undergraduate
See schedule for current offerings.

MOL 298
STUDY ABROAD
Undergraduate
Variable credit.

MOL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.
MOL 300
PROFESSIONAL PRACTICUM
Undergraduate
Supervised experience in teaching, tutoring, interpreting, editing, writing or other professional exercises of language skills.

MOL 308
TOPICS IN JAPANESE LITERATURE
Undergraduate
Variable topics. Taught in English. Consult schedule for current offering.

MOL 309
THE NOVELIST'S WORLD
Undergraduate
The Novelist's World.

MOL 310
JAPANESE CULTURE
Undergraduate
Japanese Culture--Geisha: Our Fantasy, Their Reality is a cross-cultural and interdisciplinary exploration of a symbol of authentic Japanese feminine beauty and a cultural icon of the American kitsch, the geisha.

MOL 311
TOPICS IN FRENCH LITERATURE
Undergraduate
Masterpieces, themes and genres of French literature from its origins to the present day.

MOL 312
TOPICS IN GERMAN LITERATURE
Undergraduate
Masterpieces, themes and genres of German literature from its origins to the present day.

MOL 313
TOPICS IN ITALIAN LITERATURE
Undergraduate
Masterpieces, themes and genres of Italian literature from its origins to the present day.

MOL 314
TOPICS IN RUSSIAN LITERATURE
Undergraduate
Masterpieces, themes and genres of Russian literature from its origins to the present day.

MOL 315
TOPICS IN HISPANIC LITERATURE
Undergraduate
Masterpieces, themes and genres of Hispanic literature from its origins to the present day.

MOL 317
RUSSIAN SHORT STORY
Undergraduate
The study of a representative selection of Russian short fiction concentrating on the great 19th-century masters such as Pushkin, Gogol, Turgenev, Tolstoy, Chekhov, Gorky, and Korolenko.
MOL 318
MASTERPIECES OF RUSSIAN LITERATURE
Undergraduate
This course will present some of the greatest Russian Short Stories (1880 - 1930). In the course, students will read short stories in English translation, by six major Russian writers: Anton Chekhov, Alexander Kuprin, Ivan Bunin, Maxim Gorky, Mikhail Bulgakov, and Mikhail Zoshchenko. Students will analyze and interpret the short stories of the 1880 - 1930 period, both with respect to form and meaning. In the process they will develop greater insight into, and enjoyment of literature. The course will relate the original works to the social and cultural issues of their own time, as well as to current problems.

MOL 319
WORLD OF THE CINEMA
Undergraduate
Critical analysis of cinematic development.

MOL 320
MODERN JAPANESE LITERATURE IN TRANSLATION
Undergraduate
Covers modern Japanese literature in English translation from the Meiji era to the present. Themes for study include tradition and modernization, the individual and society, gender, and nostalgia. In addition, beginning with excerpts from Tsubouchi Shoyo's 1886 essay “The Essence of the Novel,” students will trace the development of the novel in modern Japan.

MOL 321
CLASSICAL JAPANESE LITERATURE IN TRANSLATION
Undergraduate
Classical Japanese literature, in English translation, from the earliest periods up to the Meiji era.

MOL 322
CULTURAL HISTORY OF PARIS
Undergraduate
A study of Paris from its origins in Roman times to the present day, this study abroad course is composed of readings (primary and secondary), lectures, and on-site visits that reveal the unfolding history of Paris.

MOL 325
QUEER JAPAN
Undergraduate
This course surveys representations of same-sex sexuality in Japan from the 14th century to the present day. We will explore the intersection of history, politics, art, and culture through historiography, literature, film, photography, music, cartoons, and animation, examining “traditional” male-male sexuality, the emergence in the modern era of texts reflecting female-female sexuality, as well as the formation of new consciousness and subjectivities throughout the 20th century and into the 21st. We will look at critical issues for sexual minorities in Japan, including coming out and AIDS activism, paying particular attention to their potential relevance to sexual minorities and politics in the US. Texts will include material translated to English for the first time.

MOL 333
HISPANIC WOMEN WRITERS
Undergraduate
Same topics as Spanish 322, but taught in English; not counted as part of a Spanish major or minor.

MOL 334
EXPLORING MULTICULTURALISM THROUGH LITERATURE
Undergraduate
Exploring Multiculturalism Through Literature.

MOL 335
EXPLORING SOCIAL DIVERSITY IN LATIN AMERICA
Undergraduate
Readings and instruction in English; not counted as part of a Spanish major or minor. Cross-listed as LST 201.
MOL 337
CONTEMPORARY LATIN AMERICA THROUGH ITS LITERATURE
Undergraduate
The study of English translations of a variety of Latin American literary works that highlight key historical, political, social, and artistic trends in the region.

MOL 340
ARAB CULTURE
Undergraduate
A careful examination of Arab culture within its historical, social, and political context with in-depth analysis of the products and practices of Arab culture. Includes authentic material (video, images, and online resources) and engagement in online and in-class discussions about Arab perspectives that can be derived from these products and practices. This is a hybrid course (meets once per week onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive instruction and assistance to develop the skills to work with the online portion, which includes using a social network for sharing material and discussion.

MOL 341
MEDIA IN THE ARAB WORLD
Undergraduate
The course provides in depth examination of Media in the Arab World as a product of Arab culture. Authentic media items such as television, print, and electronic media will be analyzed within their historical, social, and political context. Major themes in Arab media such as religion, gender roles, social customs, political issues, and historical perspectives will be carefully examined to better understand Arabs, their culture, and the way they think. This is a hybrid course (meets one day onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive full instruction and assistance to develop the needed skills to work with the online portion, which includes using a social network for sharing material and discussion.

MOL 342
MODERN ARABIC LITERATURE IN TRANSLATION
Undergraduate
Students will learn about the history of Arab literature and selected works of modern writers from different regions in the Arab world. Literature will be examined as a product of Arab culture. In addition to the literary analysis of the works, students will analyze and discuss the cultural practice and perspectives presented in these works taking in consideration the authors? affiliation and background, as well as the historical, social, and political context of the works. This is a hybrid course (meets one day onsite with students completing the rest of the required hours through online instruction, discussion, and projects). Students will receive full instruction and assistance to develop the needed skills to work with the online portion, which includes using a social network for sharing material and discussion.

MOL 349
TEACHING MODERN LANGUAGES
Undergraduate
[Cross-listed as SE 349]

MOL 350
METHODS OF TEACHING MODERN LANGUAGES IN THE ELEMENTARY SCHOOL
Undergraduate
Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

MOL 354
THEORETICAL FOUNDATIONS/ CURRENT RESEARCH SECOND/ FOREIGN LANGUAGE ACQUISITION
Undergraduate
An overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings.
MOL 355  
**CONTEMPORARY CRITICISM**  
Undergraduate  
An overview of contemporary criticism from Russian formalism to post-modernism. Cross-listed as CPL 355.

MOL 356  
**PSYCHOLINGUISTICS**  
Undergraduate  
An overview of basic issues in experimental psycholinguistics by introducing various topics, such as speech perception/production, word recognition/memory, sentence processing, first- and second-language acquisition and the brain and languages. Cross-listed as PSY 393.

MOL 357  
**TEACHING CULTURE IN THE FOREIGN LANGUAGE CLASSROOM**  
Undergraduate  
Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 360  
**RUSSIAN DRAMA IN ENGLISH TRANSLATION I: 18-19TH**  
Undergraduate  
The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogal, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 361  
**RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA**  
Undergraduate  
Russian theater of the 20th century appeared in parallel to realistic novels and contributed to the movement of realism in Russian literature. Realism dominated in Russian literature from approximately 1845 to 1905, followed by Russian theater of the 20th century. To most foreign readers it is the most interesting part in Russian culture. Russian theater of the 20th century, presented by such authors as Chekhov, Gorky, Bulgakov and Tefi, demonstrates tendencies from realism to a vanguard. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time.

MOL 363  
**RUSSIAN SHORT STORY IN ENGLISH TRANSLATION I: 18 - 19TH CENTURY**  
Undergraduate  
Interpretation and analysis of major Russian short prose of the 18th and 19th century: Karamzin, Pushkin, Dostoevsky, Gogol, Turgenev, and Leskov.

MOL 364  
**RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA**  
Undergraduate  
This course presents some of the greatest Russian short stories (1880 - 1930) in English translation. Students will read short stories in English translation by four major Russian writers: Chekhov, Kuprin, Bunin and Bulgakov. Students will analyze and interpret short stories of the 1880-1930 period, both with respect to form and meaning, and discuss some critical works.

MOL 366  
**RUSSIAN NOVEL IN ENGLISH TRANSLATION I: 19TH CENTURY**  
Undergraduate  
Major Russian novels of the nineteenth century--Turgenev, Dostoyevsky, Tolstoy--in their cultural and social context.

MOL 368  
**RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY**  
Undergraduate  
Major Russian prose works of the late 20th century, read in English translation. Authors include Bulgakov, Platonov, Pristavkin, and Bitov.
MOL 369
RUSSIAN LITERATURE IN FILM
Undergraduate
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in film. Readings in English translation of works by Tolstoy, Dostoevsky, Ostrovsky, Chekhov, and Pasternak.

MOL 380
COMMUNITY BASED SERVICE LEARNING
Undergraduate
Community based service learning

MOL 389
TOPICS IN COMPARATIVE LITERATURE
Undergraduate
Variable topics. Consult course schedule for current offering. Cross-listed as ENG 389.

MOL 392
INTERNSHIPS
Undergraduate
Variable credit.

MOL 396
CAPSTONE: LANGUAGE, LITERATURE, AND CULTURE
Undergraduate
This course explores the connections among linguistics, literary studies and cultural studies, as well as the relation of these fields to others, such as art, philosophy, history, psychology, law, and religion.

MOL 397
SPECIAL TOPICS IN MODERN LANGUAGES
Undergraduate
See schedule for current offerings.

MOL 398
STUDY ABROAD
Undergraduate
Variable credit.

MOL 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

MOL 400
PROFESSIONAL PRACTICUM
Graduate
Supervised experience in teaching, tutoring, interpreting, editing writing or other professional exercise of language skills.

MOL 410
JAPANESE CULTURE
Graduate
Japanese Culture--Geisha: Our Fantasy, Their Reality is a cross-cultural and interdisciplinary exploration of a symbol of authentic Japanese feminine beauty and a cultural icon of the American kitsch, the geisha.
MOL 441
MEDIA IN THE ARAB WORLD
Graduate
Survey of the Arab media - including newspapers, radio, television, and the Internet - as an object of study, and a product of Arab culture.

MOL 442
MODERN ARABIC LITERATURE IN TRANSLATION
Graduate
Introduction to Arabic literature and an examination of the Arabic modern literature as a product of Arab culture.

MOL 449
TEACHING MODERN LANGUAGES
Graduate
Cross-listed as SE 349 and T&L 449.

MOL 450
METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL
Graduate
Provides training in the theory and methods of teaching foreign languages in the elementary school (FLES). Designed for both pre-service and in-service teachers. Pre-service teachers include foreign language majors interested in elementary school teaching and elementary majors who are proficient in a foreign language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a foreign language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling.

MOL 454
THEORETICAL FOUNDATIONS/CURRENT RESEARCH SECOND/FOREIGN LANGUAGE ACQUISITION
Graduate
An overview of major theories and current issues in second/foreign language acquisition in both classroom and natural/non-instructed settings.

MOL 457
TEACHING CULTURE IN THE MODERN LANGUAGE CLASSROOM
Graduate
Pedagogical theory and practice in the integration of culture into the language classroom.

MOL 460
RUSSIAN DRAMA IN ENGLISH TRANSLATION I
Graduate
The course presents some of the greatest Russian plays of the 18th and 19th century. In the course, students will read original works in English translation by Von Vizin, Griboedov, Pushkin, Gogal, Lermontov, and Ostrovsky. Some critical works will be included. Students will read, analyze, and interpret the plays, comedies and dramas, both with respect to form and meaning.

MOL 461
RUSSIAN DRAMA IN TRANSLATION II: SOVIET ERA
Graduate
Russian theater of the 20th century appeared in parallel to realistic novels and contributed to the movement of realism in Russian literature. Realism dominated in Russian literature from approximately 1845 to 1905, followed by Russian theater of the 20th century. To most foreign readers it is the most interesting part in Russian culture. Russian theater of the 20th century, presented by such authors as Chekhov, Gorky, Bulgakov and Tefli, demonstrates tendencies from realism to a vanguard. Some critical works will be included. The student will read, analyze and interpret the plays, comedies and dramas, both with respect to form and meaning. In the process they will develop greater insight into the social and multicultural issues of the time.
MOL 464
RUSSIAN SHORT STORY IN ENGLISH TRANSLATION II: SOVIET ERA
Graduate
This course presents some of the greatest Russian short stories (1880 - 1930) in English translation. Students will read short stories in English translation by four major Russian writers: Chekhov, Kuprin, Bunin and Bulgakov. Students will analyze and interpret short stories of the 1880-1930 period, both with respect to form and meaning, and discuss some critical works.

MOL 466
RUSSIAN NOVEL IN ENGLISH TRANSLATION I: 19TH CENTURY
Graduate
Major Russian novels of the nineteenth century--Turgenev, Dostoyevsky, Tolstoy--in their cultural and social context.

MOL 468
RUSSIAN NOVEL IN ENGLISH TRANSLATION III: CONTEMPORARY
Graduate
Major Russian prose works of the late 20th century, read in English translation. Authors include Bulgakov, Platonov, Pristavkin, and Bitov.

MOL 497
SPECIAL TOPICS IN MODERN LANGUAGES
Graduate
See schedule for current offerings.

MOL 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

MOL 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

MPH 501
INTRODUCTION TO PUBLIC HEALTH CONCEPTS AND PRACTICES
Graduate
This course introduces students to the concepts, principles, and case outcomes of public health practice. It outlines theories of health, illness behavior, and health education. It considers community health data sources, classical health intervention approaches, the planning and evaluation of community health interventions.

MPH 502
INTRODUCTION TO EPIDEMIOLOGY
Graduate
This course will focus on the theories and methods used in the field of epidemiology to study the occurrence, distribution and determinants of infectious and non-infectious diseases, other forms of illness (particularly those impacted by social and environmental forces), and injury in human populations. The focus will be on determining the impact, magnitude, and patterns of disease/illness/injury frequency so that causal agents can be identified and effective prevention, treatment and control measures can be designed and implemented. The course will explore variations of disease/illness/injury in relation to such factors as age, sex, race/ethnicity, occupational and social characteristics, place of residence, social inequality, susceptibility, exposure to specific agents, and other pertinent characteristics. Also of concern will be the temporal distribution of disease, examination of trends, cyclical patterns, and intervals between exposure to causative factors and onset of disease.
MPH 503
INTRODUCTION TO ENVIRONMENTAL HEALTH
Graduate
Study of the environment factors that influence health. Topics include air and water pollution, global population and local community
dynamics, toxicology, infectious and chemical agents, radiation, and management.

BIO 121 or instructor permission is a prerequisite for this course.

MPH 511
HEALTH AND BEHAVIOR THEORIES AND COMMUNITY INTERVENTION (CROSS-LISTED WITH PSY 511)
Graduate
This course will examine various theories and models that have been developed to identify the range of psychosocial factors that impact
participation in both health-threatening and health-enhancing behaviors, and provide guidance for the modification of such behaviors. The
theories and models will be explored from multidisciplinary perspectives and will be applied to an array of health issues. Practical applications
of these theories to the development and implementations of theory-based public health interventions that can be applied with multiple
populations (e.g., women, adolescents, elderly, people of color) within multiple settings (e.g., communities, schools, health care settings) at
various levels of change (e.g., individual, community, social, policy) will also be explored. Cross-listed with PSY 511.

MPH 512
APPLIED COMMUNITY PUBLIC HEALTH RESEARCH METHODS
Graduate
This course will provide a critical examination of the relative strengths and limitations of various research designs, data collection methods,
and types of existing data. Students will develop an understanding of (a) the relative contributions of a mixed-methods approach to public
health research, (b) basic issues related to the measurement of public health concepts, and (c) the relative strengths and limitations of various
analytic approaches to studying public health problems. Students will familiarize themselves with peer-reviewed journals, how to search for
material on specific topics, how to develop a critical reader’s eye, and how to summarize and draw evidence-based conclusions from multiple
studies.

MPH 513
PRINCIPLES OF PUBLIC HEALTH ADMINISTRATION
Graduate
This course considers the conceptual and theoretical foundation underlying managerial decision-making. The course introduces students to
such basic managerial tools as basic accounting, cost-benefit analysis, budgeting, and marketing. Principles of strategic planning and
forecasting are examined. The course goes on to examine the legal framework that governs public health practice, organizations, human
resources, research activities, and community as well as individual patient intervention efforts.

MPH 515
PUBLIC HEALTH ETHICS AND POLICY
Graduate
This course is designed to analyze the ethical basis in which public health practice is grounded. It reviews concepts and ideas developed by a
number of disciplines including philosophy, law, political science, and economics.

MPH 522
PROGRAM DEVELOPMENT IN COMMUNITY HEALTH
Graduate
This course is designed to provide students with the background and skills to develop and evaluate community public health programs in a
variety of settings. Students will work individually and as members of teams to design measurable goals, objectives, action plans, timelines,
and evaluation indicators of community-based public health programs. Application of methods to logic modeling, proposal writing, budget
planning, project management, and data management will be examined throughout the course.

MPH 525
PROGRAM EVALUATION IN COMMUNITY HEALTH
Graduate
This course will provide students with a comprehensive theoretical, methodological and ethical foundation for conducting public health
program evaluation. Students will experience the practice aspects of evaluation including communicating and negotiating with stakeholders,
conducting an evaluability assessment, developing logic models and evaluation questions, identifying appropriate data collection methods,
gathering reliable and valid evaluation data that are appropriate to the selected design and analysis methods, analyzing data, reporting
evaluation results, and ensuring evaluation use. The instructor will facilitate a learning and skill-building environment, drawing on personal
experiences and the expertise of others in the field.
MPH 541
APPLIED STATISTICS FOR PUBLIC HEALTH
Graduate

This course emphasizes the application of statistical methods to problems of human health and disease. It covers parametric and nonparametric statistical inferential methods for univariate and bivariate situations using SPSS. Specific topics include but are not limited to the following: Interpretation of graphic and descriptive statistics for both quantitative and categorical data, confidence interval estimation and hypothesis testing methods, linear and multiple regression logistic regression, analysis of categorical data and ANOVA. Course emphasizes the statistical interpretation of the literature and analytic projects based on large data sets from published studies, the internet, or the student's workplace.

MPH 595
SPECIAL TOPICS IN PUBLIC HEALTH
Graduate

Special courses will be offered as students and faculty affiliated with the MPH program identify selected topics of common interest.

MPH 599
INDEPENDENT STUDY IN PUBLIC HEALTH
Graduate

This course can be taken in consultation with a supervising faculty member.

MPH 600
PREPARATION FOR PUBLIC HEALTH PRACTICE
Graduate

This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students. (0 credits)

MPH 602
COMMUNITY HEALTH ASSESSMENT
Graduate

This course is part of a three-course practicum sequence that is designed to provide the student with practical experience in the field based on skills acquired in class. The course introduces students to methods of data collection and analysis of epidemiological data. It focuses on community health indicators and research tools used to assess health data. Emphasis is on the research methods that are employed to identify community assets and goals; this step serves as the basic step in the process of community needs assessment which leads to the final objective, that is, program planning. The fundamentals of various types of community health interventions will be explored.

MPH 603
APPLIED COMMUNITY HEALTH INTERVENTIONS
Graduate

This is the second course of the three-course practicum sequence. Students are expected to engage in the following tasks: (1) assess the community health profile documenting incidence and prevalence of disease and other health problems; (2) use the findings identified in step one to plan a population-specific community-based health program designed to reduce assessed risk; (3) develop an evaluation instrument designed to determine how successful the plan is in reducing health risk.

MPH 602 is a prerequisite for this course.
MPH 604
CAPSTONE SEMINAR IN COMMUNITY PUBLIC HEALTH PRACTICE
Graduate
This is the third course of the three course practicum sequence. Students are expected to participate in a seminar, which provides the academic counterpart to the practicum experience. This course focuses on questions that arise related the data collection process, data analysis and/or interpretation of findings, and the effort to translate findings into the planning of community-based public health programs. ***The goal of the final capstone project is to integrate the information that has been learned in the students' MPH academic courses with the applied community experience. Therefore, even though the paper will be focused on the applied work that the students are conducting in their community health setting, this document should also incorporate various elements of the didactic courses that have been taken within the MPH program. The exact format and length of the paper may vary depending on the nature of the applied experience, but should include the following general sections: I. Community Health Profile and Background II. Statement of the Targeted Health Issue (including specific health determinants and/or risk factors) III. Description of the Health Intervention or Program IV. Evaluation or Monitoring Plan and Results V. Implications of Findings VI. Future Directions (including future funding of health initiatives) Students should have an outline project approved by the instructor of the Capstone Seminar prior to writing the final product. This project should demonstrate that the student is able to integrate the knowledge and skills that they have obtained throughout their MPH training to an applied community health issue and setting, and express this integration in a structure written format.

MPH 602 and MPH 603 are prerequisite for this courses.

MPH 699
COMMUNITY PUBLIC HEALTH PRACTICUM
Graduate
This year-long course includes a series of skills-based workshops designed to introduce students to the specialized skills and competencies needed in the public health workplace. These workshops are designed to complement the core MPH curriculum and are selected based on regular feedback from faculty, public health practitioners, and students.

MPH 600 is a prerequisite for this course.

MPS 490
WRITING SKILLS FOR PUBLIC SERVICE PROFESSIONALS
Graduate
This course focuses on developing writing skills (and therefore thinking skills) to meet or exceed MPS Program, professional, academic or management standards. Students receive intensive feedback and coaching on structure, organizing and style. The course is a blend of classroom and individual, online coaching sessions.

MPS 498
PUBLIC SERVICE IMMERSION
Graduate
This course uses experiential, classroom and online (Blackboard) learning methods. Students experience a supervised immersion in nonprofit or government organizations as volunteers for 200 hours with in-class reflection exercises. This course is required for students admitted into degree programs who lack sufficient work experience in public service organizations. It is also useful for students using the Public Service Program to change careers.

MPS 500
INTRODUCTION TO PUBLIC SERVICE MANAGEMENT
Graduate
Introduces students to organizational theories and practices useful to public service managers. Teaches how to use structural, human resource, political and symbolic perspectives to rethink public service organizations. Provides an introduction to managerial issues including workforce diversity, decision making and leadership; stresses critical thinking and writing skills.

School of Public Service student or department consent is a prerequisite for this course.

MPS 501
CROSS-SECTOR ANALYSIS
Graduate
Covers the examination of the size, scope, capacity, and limitations of the nonprofit, government, and business sectors, in the domestic and international context. Students will be introduced to research and become familiar with print and electronic resources and databases. They will learn to develop meaningful research questions, write literature reviews, and analyze the interrelationships between the three sectors.
MPS 502
ETHICAL LEADERSHIP
Graduate
Ethical and socially responsible leadership are core dimensions in the education of local and global public servants. This course provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and international organizations. Through lectures in ethical theories, case studies in applied ethics, and specific assignments, students clarify personal and professional values, assess moral intelligence, and develop ethical leadership integrity. Students learn about economic, political, social and environmental responsibility as applied to contemporary practices of professional and international public service.

MPS 511
SUSTAINABLE DEVELOPMENT AND NON-GOVERNMENTAL ORGANIZATIONS
Graduate
This course provides an overview of theories and approaches to sustainable social and economic development and examines the roles of Non Governmental Organizations as well as methods of evaluating their effect. The course covers the role of NGOs in building and strengthening sustainable communities and societies in developing countries.

MPS 513
VOLUNTEERISM
Graduate
This course examines the concept of volunteerism within global civil society, especially nonprofit organizations and government associations. This includes an analysis of the role of volunteers in American society, the motivation to volunteer and how to effectively recruit, train, supervise and evaluate volunteers. Students develop an understanding of the role of volunteers in the management of any social program. Assignments include group projects and service learning opportunities.

MPS 514
GOVERNMENT FINANCIAL ADMINISTRATION
Graduate
The concepts of efficiency and equity in taxation are applied to identify the advantages and disadvantages of specific taxes such as income, sales and property. Specific skill sets include present value techniques, interpreting the basic financial reports generated by governments, and evaluating financial performance of a government based upon its financial reports.

MPS 500 is a prerequisite for this course.

MPS 515
NONPROFIT FINANCIAL ADMINISTRATION
Graduate
This course explores key issues in operations budgeting and capital budgeting. Specific skill sets include cash flow analysis, variance analysis, present value techniques, interpreting financial statements, and evaluating financial performance.

MPS 500 is a prerequisite for this class.

MPS 516
MANAGEMENT OF INFORMATION TECHNOLOGY
Graduate
This course focuses on the management and use of information technology (IT). As the use of IT in society grows, particularly in business, graduates are likely to manage technology resources and participate in IT planning and development projects as founders, sponsors, team members, managers of development, or end-user developers. Students should become effective users of information, IT, and information services. The course explores a number of IT-related topics, such as the strategic role of IT, IT planning and architecture, building the telecommunications highway system, management issues on system development, the expanding universe of computing, group support systems, intelligent systems, electronic document management and managing the human side of systems.

MPS 519
RESOURCE DEVELOPMENT
Graduate
This course teaches students the theories and techniques of resource development. We discuss the fundraising tradition in the U.S., principal donor types, theories of donor behavior, and the organizational, legal and ethical contexts of fundraising. Students learn basic fundraising tools, including planning, grant writing, special events, major gifts, planned giving, and capital campaigns. Students work as volunteer consultants with nonprofit partners to analyze their current fundraising strategies and materials and help them develop new ones.
MPS 520
VALUES-CENTERED LEADERSHIP
Graduate
This interdisciplinary course explores service leadership through the lenses of Robert K. Greenleaf, The de Paul Leadership Project, Margaret J. Wheatley and other theorists and practitioners within the leadership field. The course expands our thinking on leadership to include modules dedicated to four topics: Service Leadership, Leadership and Diversity, International Leadership and Ethical Leadership. Students will assess their own leadership practices, develop a leadership action plan and participate in coaching, as coach and client. Student grading will be based on participation in self-reflection, course participation, project teams and a final project.

MPS 521
LEADERSHIP AND MANAGEMENT
Graduate
This course focuses on key factors which affect employee behavior and the nature and purposes of leader and managerial roles. In addition, it addresses recent research in leadership and management and the legal environment of personnel management. In depth analysis of psychological systems, interpersonal relations and the relationship of rewards to performance are addressed through case studies, role playing and readings.

MPS 522
FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT
Graduate
This course explores human resource issues facing employees with supervisory responsibilities in public service organizations, including those working in the volunteer, non-profit, religious, government, and education sectors. The course considers human resource planning, employee recruiting and selection, and the motivation and evaluation of staff personnel and managers both individually and in teams. Topics include recruiting and selecting employees and managers, fostering team development, managing employee stress, preventing workplace violence, and handling issues pertaining to termination, training, and development. The course also explores progressive discipline, improving performance management of employees and volunteers, and supervising “difficult” people.

MPS 500 is a prerequisite for this course.

MPS 523
GROUP DYNAMICS FOR LEADERS
Graduate
This interactive course will explore the relevant theories and methods for understanding the structures and processes of groups. The course will also consider how leaders and managers function effectively within groups. An emphasis is placed on role and function, status, power, leadership, communication, decision-making, problem solving, conflict management, negotiation, and coalition.

MPS 524
MARKETING FOR SERVICE ORGANIZATIONS
Graduate
Explores the objectives, strategies, techniques and constraints of government and non-profit services. 4 quarter hours.

MPS 525
WORKING WITH NONPROFIT BOARDS
Graduate
This course examines the legal and philosophical reasons that nonprofit organizations are governed by an external board of directors. Membership, structure and process for this body are examined, as well as the relationship of employees to the individual board members and the policies established by this group.

MPS 526
LOCAL GOVERNMENT ADMINISTRATION
Graduate
This course analyzes decision-making processes used in local government from the perspective of the chief executive officer such as city manager, township supervisor, special district administrator and park superintendent. It includes operational aspects of municipal administration including the effect of intergovernmental relations on local government, the role of the local government administrator in policy implementation and regional governance of the delivery of services that cross political boundaries. The interaction of the chief executive officer and elected board members with the community are discussed.
MPS 527
ASSOCIATION MANAGEMENT (FORMERLY MPS 549)
Graduate
Examines membership associations as a special type of public service organization, with emphasis on managing both the external policy roles of associations and internal roles related to directly serving constituent members and organizations.

MPS 528
FOUNDATION MANAGEMENT
Graduate
This course examines the concepts, functions and practices of organized philanthropy, with a primary emphasis on corporate, private and community foundations.

MPS 529
STRATEGIC MANAGEMENT AND PLANNING
Graduate
Students learn how to apply strategic management and planning concepts and tools to public and nonprofit including international organizations to achieve goals and objectives in meeting service delivery missions. The course focuses on analyzing the interaction of trends, market forces, stakeholders, and core competencies in developing visions and strategies for alternative scenarios.

MPS 530
ANALYSIS OF NONPROFIT ORGANIZATIONS
Graduate
This course explores the art and science of nonprofit management. Students analyzes nonprofits holistically, combining perspectives from law, governance, resource development, and finance. Students learn through hands-on analysis of existing nonprofit organizations and the analysis of historical case studies.

MPS 531
FINANCING AND COSTING IN HEALTH CARE
Graduate
This course focuses on practical examples of financial management of health care institutions. It examines the financial system supporting health care institutions and the financial tools providers and insurers use to keep medical costs in check. Students learn financial management, third party payment methodologies, Medicare and Medicaid, cost accounting, rate setting, budgeting and financial analysis.

MPS 534
MEDICAL SOCIOLOGY (FORMERLY MPS 547) (CROSS-LISTED AS SOC 431)
Graduate
Overview of social systems of health care in the United States, including the health-seeking behavior of patients, relationships among health care providers and organizational settings in which services are delivered. Cross-listed with SOC 431.

MPS 535
HEALTH CARE ISSUES
Graduate
This seminar focuses on contemporary issues in health care policy and management. Topics covered include public health initiatives, dimensions of health service delivery systems (cost, quality and access), and health policy reforms with a special emphasis on the opportunities to reduce disparities in health care. Students conduct an independent secondary research project on a health care topic of their choosing. Classes include discussions of the challenges of developing expertise in a subfield within the health care sector.

MPS 537
HEALTH CARE DELIVERY SYSTEMS (CROSS-LISTED AS SOC 437)
Graduate
Overview of the structure of the U.S. health systems followed by a selective international comparison of other health delivery systems including their relationships to social policies and economic factors. 4 quarter hours. Cross-listed with SOC 437.
Topics covered include: determinants of output, employment, price levels, income distribution, international trade, exchange rates, and how government policies affect these variables. Related topics receiving attention are: globalization, development and international philanthropy.

This course introduces students to the branches of economics known as microeconomics, public finance, and welfare economics. Students learn to apply standard economic tools to identify policy issues and to analyze them. Specific skill set includes present value techniques.

PREREQUISITE(S): MPS 500.

MPS 500 is a prerequisite for this class.

Focuses on processes and techniques of analyzing and designing public policies. Students are introduced to an analytical way of thinking that includes: defining and modeling policy problems; designing policy alternatives; evaluating policy alternatives using ethical, legal, economic, organizational, and political criteria; and anticipating problems of policy implementation.

MPS 501 and (MPS 514 or MPS 515 or MPS 541) are prerequisites for this class.

This course introduces students to the challenges and opportunities of policy implementation. It helps students understand and improve the implementation of public and organizational policies. Using a variety of approaches, students learn to analyze implementation, the factors that influence the process, and to monitor, evaluate, revise, and reform policies.

MPS 542 is a prerequisite for this class.

Explores the roles of individuals and organizations in the public policy process, particularly as power arrangements facilitate or impede consensus building. Examines how legislation is written and how administrative rules are formed in government agencies. Special attention is paid to advocacy techniques such as lobbying, public education, and litigation.

This course uses analytical techniques to explore policy problems faced by nonprofit organizations and governmental agencies. It considers economic and public policy tools to evaluate and resolve contemporary domestic and international issues. The course may include specialized work in a specific policy area, such as economic reform, global poverty reduction, and environmental management.

MPS 542 or MPS 613 is a prerequisite for this class.

This course combines the basic tools of financial analysis with more advanced techniques using case studies to introduce students to management control systems in nonprofit and government organizations. Specific skill sets include full-cost accounting, differential costs analysis, pricing decisions, operations analysis, output measurement, and performance reporting.

MPS 514 or MPS 525 or MPS 541 is a prerequisite for this class.
MPS 559
ENTREPRENEURSHIP AND NEW VENTURE MANAGEMENT [CROSS-LISTED WITH MGT 570]
Graduate
Entrepreneurship and New Venture Management. Cross-listed with MGT 570.

MPS 560
ADMINISTRATIVE LAW
Graduate
This course focuses on an understanding of government powers by federal, state and local agencies in the US such as oversights, rule making, adjudication and judicial review of local and federal actions, and enforcement of regulatory decision making. It examines how public administration decisions are affected by existing constitutional and legal constraints on the administrative process; it includes the Administrative Procedure Act, Open Meetings Act of Illinois, and the Freedom of Information Act.

MPS 561
LAW AND NONPROFIT ORGANIZATIONS (FORMERLY MPS 532)
Graduate
Introduces laws and regulations governing nonprofit organizations, including procedures for incorporation, maintenance of tax-exempt status, and compliance with relevant labor laws. No legal background is assumed.

MPS 562
INTRODUCTION TO HEALTH LAW (FORMERLY MPS 570)
Graduate
Introduces students from nonlegal backgrounds to the legal system. Examines legal materials, including statutes, judicial opinion, and administrative regulations. Basic legal research and writing skills are taught.

MPS 563
LAW AND PUBLIC POLICY
Graduate
Provides an overview of the legal process, developing a basic understanding of legal principles, terms, and court systems. Applies legal analysis to policy issues in the three sectors. Examines the sources of law and explores methods of legal research within the context of public policy analysis.

MPS 542 is a prerequisite for this class.

MPS 570
RESEARCH METHODS IN PUBLIC SERVICE
Graduate
This course introduces students to the principles and methods of public service research, and teaches students how to collect and analyze data. Topics include sampling, surveys, interviews, and focus groups.

MPS 502 is a prerequisite for this class.

MPS 571
METROPOLITAN PLANNING
Graduate
The purpose of this course is to provide an introduction to the professional practice of urban planning and the basic theoretical concepts on which the discipline is based. Students will analyze urban issues, decision-making processes, and resources that affect planning across a metropolitan area, including urban-suburban relations, and the complexities of zoning, economic and community development.

MPS 572
URBAN POVERTY SEMINAR
Graduate
This course explores causes of urban poverty both in the US and abroad. It compares and contrasts policies addressing basic human needs. It includes discussion of global cities and international poverty reduction programs.
MPS 573
URBAN AND COMMUNITY DEVELOPMENT
Graduate
This course discusses urban issues including social area analysis, neighborhood change, land use and other topics. It examines community organizations as problem-solving bodies that interact with government agencies to affect urban development.

MPS 575
SEMINAR IN ADMINISTRATION/BRUSSELS
Graduate
This course increases understanding and knowledge of the European Union and the North Atlantic Treaty Organization as organizations of change. It focuses on the international public sector including relationships with NGO’s and the nonprofit sector. Students expand experiential and intellectual understanding of these global actors and how they compare to the US. The course takes place in Brussels.

MPS 580
QUANTITATIVE METHODS IN PUBLIC SERVICES
Graduate
This course prepares students to use and produce quantitative analyses for policy studies and administrative decision making. It focuses on descriptive and inferential statistics, bivariate measures of correlation, and introduces the concept of statistical control. Introduces students to statistical software.

MPS 585
THESIS DESIGN
Graduate
Prepares students to undertake a capstone project. Students will be introduced to a variety of data sets and invited to explore issues in which they are interested by reviewing the relevant literature and applying the analytical tools acquired during their coursework to these data. Students with a grade point average of 3.5 or higher will have the option of collecting their own data. Students electing this option are required to find a faculty advisor with the approval of the Director.

School of Public Service student or department consent is a prerequisite for this course.

MPS 586
RESEARCH METHODS I, INTRODUCTION TO APPLIED RESEARCH AND STATISTICS
Graduate
This course introduces students to the principles underlying scientific and applied research. It covers both qualitative and quantitative approaches and teaches students to collect and analyze data. Students learn about research ethics, causality, sampling (both random and purposive), and the techniques of survey design. Students calculate descriptive and inferential statistics using statistical software. Students learn applied program research, including developing and evaluating program theory and processes.

MPS 501 and (MPS 514 or MPS 515 or MPS 541 or MS in International Public Service) are a prerequisite for this class.

MPS 587
RESEARCH METHODS II, ADVANCED APPLIED RESEARCH AND STATISTICS
Graduate
This course introduces students to more advanced mixed methods of scientific research including interviews and focus groups, observation, and ethnography. Students learn about the design of experiments and the problems associated with spuriousness and control. Students calculate and interpret bivariate and multivariate statistics using statistical software. Students learn applied research, including needs assessment and outcomes evaluations. Students develop their own research proposal for their capstone or thesis project.

MPS 586 is a prerequisite for this course.

MPS 588
INTRODUCTION TO RESEARCH AND STATISTICS FOR MANAGEMENT
Graduate
This course develops the skills necessary for understanding scientific research and conducting applied research through surveys, interviews, and focus groups. Students learn to calculate basic statistics using Excel and understand descriptive and inferential statistics. Students learn applied program research, including developing and evaluating program theory and processes.

MPS 501 and (MPS 514 or MPS 515 or MPS 541 or MS in International Public Service) are a prerequisite for this class.
MPS 589
ADVANCED RESEARCH METHODS AND STATISTICS FOR MANAGEMENT
Graduate
This course continues the study of scientific research begun in MPS 588 and introduces more advanced topics, including experimental designs and statistical control. It teaches applied methods, including needs assessment, outcomes measurement, and impact evaluations, and introduces participatory action research. Students develop their own research proposal for their capstone or thesis project.

MPS 588 is a prerequisite for this class.

MPS 590
PUBLIC SERVICE ASSESSMENT AND EVALUATION
Graduate
This course explains and explores the purposes and methodologies for assessing public service needs in shaping social policy, designing management systems, evaluating program results, and the effect of policy or program change. It includes the effectiveness of organizations in implementing policies and programs, and the development of process measures. These serve as possible approaches for completing the capstone project in MPS 593.

MPS 542 and MPS 570 are prerequisites for this course.

MPS 593
INTEGRATIVE SEMINAR
Graduate
In this capstone course students complete an action research project integrating applied research, theoretical frameworks, and professional practice. Students choose one of the applied research competencies learned in MPS 590 and focus on either a policy or management issue.

(MPS 586 and MPS 587) or (MPS 580 and MPS 590) or (MPS 588 and MPS 589) are a prerequisite for this class.

MPS 594
ETHICAL LEADERSHIP IN PUBLIC SERVICE
Graduate
This course provides students with the essential framework for personal and professional ethical decision making applied in the context of diverse workplaces and international organizations. Through lectures in ethical theories, case studies in applied ethics, and specific assignments, students clarify their personal-professional values, assess their moral intelligence, and develop their ethical leadership integrity. Students will also study the ethics of organizations, including the formation of social norms, how they influence individual decisions, and how entire organizations can become more ethical. Formerly MPS 506.

MPS 586 or MPS 588 is a prerequisite for this class.

MPS 597
PUBLIC SERVICE FELLOWS SEMINAR
Graduate
Elective, 4-credit hour course available to students with MPS CGPA of 3.75 or greater. For MPS Fellows taking MPS 593, Integrated Seminar, or MPS 598, Thesis Research I, during the academic year, meets roughly every other week during winter and spring terms. Seminar includes distinguished academic and professional guest lectures and presentations of research by Fellows.

MPS 598
THESIS
Graduate
Students carry out a theoretically-based research project designed in MPS 585. The final product of this course is a master's thesis. Binding fee.

MPS 585 and program director consent is a prerequisite for this course.

MPS 600
INDEPENDENT STUDY
Graduate
Individually supervised learning experience, usually involving extensive library research and writing. Variable credit.
MPS 601
INTERNERSHIP
Graduate
Supervised work experience during one or more quarters, usually involving application of administrative skills in an organizational setting new to the student. Variable credit.

MPS 602
CANDIDACY CONTINUATION
Graduate
Required of students who are not registered for regular courses during an academic quarter while completing course requirements or research. (0 credit) $40.00 per quarter.

MPS 604
SPECIAL TOPICS
Graduate
Topics vary each term. (May be taken more than once). Variable credit.

MPS 605
SEMINARY IN ADMINISTRATION
Graduate
In-depth examination of selected issues in public service administration. Topics vary each term. May be taken more than once.

MPS 606
SEMINARY IN HIGHER EDUCATION ADMINISTRATION
Graduate
In-depth examination of selected issues in higher education administration. Topics vary each term. May be taken more than once.

MPS 610
INTERNATIONAL/INTERCULTURAL INTERNSHIP
Graduate
The internship consists of work experience supervised by a site supervisor in an international or cross-cultural organization during one or more terms and involving the application of administrative skills in an organization new to the student. Students may take internship abroad or in the US. Variable credit.

MPS 611
MANAGEMENT OF INTERNATIONAL NGOs
Graduate
This course examines management skills and trends of international nongovernmental organizations. Through specific case studies in the fields of international public service, development and emergency, students learn current techniques for effectively manage projects, relations and operations of NGOs.

MPS 612
INTERNATIONAL POLITICAL ECONOMY
Graduate
This course provides an overview of major theories and practice in international political economy. It includes critical analysis of international political economy such as growth theories, capital and labor flows, and transformation of regimes. Students develop analytical skills for professional interests and research purposes.

MPS 613
COMPARATIVE PUBLIC POLICY
Graduate
This course is an introduction to cross-national social policy research and to the fascinating and challenging issues of comparative research. Students will learn about comparative welfare state research and reflect on major theoretical and methodological aspects of social policy. North American public policy approaches will be compared with European, Asian and Latin American case studies on education, health care, housing, social security, labor market and other policy fields.
MPS 614  
GLOBALIZATION AND CIVIL SOCIETY ORGANIZATIONS  
Graduate  
This seminar introduces students to the practices and theories of global civil society organizations. Globalization of economics, politics, technology and culture is critically reviewed as threat and opportunity for NGOs and CSOs. Students learn about network analysis of civil society in relation to the United Nations, international organizations, and transnational movements.

MPS 615  
INTERCULTURAL COMMUNICATION IN ORGANIZATIONS  
Graduate  
This course provides the necessary conceptual foundation and practical skills for leading, managing and communicating in a cross-cultural and diverse working environment. Students learn intercultural competency through applications and examples on international relations and human resource management.

MPS 616  
INTERNATIONAL RELATIONS AND CONFLICT MANAGEMENT  
Graduate  
The course focuses on theoretical foundations and practical implications of diplomacy, negotiation, mediation and peace-building to solve and prevent conflicts. It offers reflective practices and concrete directions for creating constructive solutions to interpersonal, inter-group, and international conflict.

MSC 111  
OFFICERSHIP IN THE UNITED STATES ARMY  
Undergraduate  
The purpose of this class is to introduce cadets/students to the fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally the class addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships.

MSC 112  
PROBLEM SOLVING AND DECISION MAKING  
Undergraduate  
The course is an introduction to the "life skills" of problem solving, decision-making and leadership. The course is designed to help students in the near-term as leaders on campus. The class will help students be more effective leaders and managers in the long-term, whether they serve in the military or the civilian sector. Topics addressed include problem solving, critical thinking, problem solving methods, leadership theory, followership, group cohesion, goal setting, and feedback mechanisms. Lessons are taught in a seminar format, emphasizing student discussions and practical exercises.

MSC 113  
FUNDAMENTALS OF LEADERSHIP  
Undergraduate  
The course provides cadets/students an introduction to the critical topic of leadership. The course seeks to convince cadets/students that they can learn to be better leaders than they are now (i.e. leaders aren't born they are developed), and to provide them with a model for understanding their development as leaders.

MSC 151  
PHYSICAL READINESS I  
Undergraduate  
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 211  
LEADERSHIP AND PROBLEM SOLVING  
Undergraduate  
The purpose of this class is to introduce cadets/students to principal leadership instruction of the Basic Course. Building upon the fundamentals introduced in the MSC 100 level classes, this instruction delves into several aspects of communication and leadership theory.
MSC 212
MILITARY PRINCIPLES OF TACTICS
Undergraduate
This quarter focuses principally on officership, providing an extensive examination of the unique purpose, roles, and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. The lesson traces the Army's successes and failure as it evolved from the Vietnam War to the present.

MSC 213
OFFICERSHIP CASE STUDY
Undergraduate
This course builds on the MS I years introduction to officership and provides an extensive examination of the unique purpose, roles, and obligations of commissioned officers. The aim is to convey a clear and complete understanding of what it means to be a commissioned officer. Special emphasis is given to the officers role in shaping and guiding the growth and evolution of the Army through decisions, policies, and personal example.

MSC 252
PHYSICAL READINESS II
Undergraduate
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 321
FUNDAMENTALS OF MILITARY LEADERSHIP AND TRAINING
Undergraduate
Instruction and case studies, which build leadership competencies and military skills in preparation for further responsibilities as Army Officers. Specific instruction in the principles of war, decision-making processes, planning models, and risk assessment. Advanced leadership instruction focuses on motivational theory, the role and actions of leaders, and organizational communications. Must be a contracted ARMY ROTC cadet.

MSC 322
ORGANIZATIONAL LEADERS
Undergraduate
Specific instruction is given in individual leader development, planning and execution of small unit operations, individual and team development, and the Army as a career choice. Must be a contracted ARMY ROTC cadet.

MSC 323
ADVANCED LEADERSHIP
Undergraduate
This course builds upon the previous lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. Must be a contracted ARMY ROTC cadet.

MSC 341
COORDINATE ACTIVITIES WITH STAFFS
Undergraduate
This module consists of four lessons designed to give the cadet an understanding and appreciation of the critical importance that staff organization, planning, and coordination play in the success or failure of military operations. The module uses historical case studies initially to illustrate these points then transitions to provide an overview of staff fundamentals and principles contained in field manual FM 101-5. Must be a contracted ARMY ROTC cadet.

MSC 342
ETHICAL IMPEMERATIVES FOR THE JUNIOR OFFICER
Undergraduate
This six-lesson module on ethics builds upon previous instruction presented in the Basic Course and the MS III year. These lessons further strengthen character and values within the cadets, increase their understanding of the Army's consideration of others expectations, and improve their capacity to make correct decisions when presented with an ethical or moral dilemma. Must be a contracted ARMY ROTC cadet.
MSC 343
ADVANCED MILITARY TOPICS
Undergraduate
This course builds upon the previous MS IV lessons while introducing advanced leadership theories on motivation, leader modeling, and the role of a leader in an organization. It will also address the responsibility and process of a leader on how to assess and apply risk assessment within the organization. Must be a contracted ARMY ROTC cadet.

MSC 353
PHYSICAL READINESS III
Undergraduate
Introduction to the principles of fitness: a fast-paced military-style interval training class that incorporates calisthenics and an emphasis on a healthy life style. Students will undergo an evaluation of their physical fitness level and it's progression over the course of the quarter.

MSC 399
MILITARY THEORY
Undergraduate
(Independent Study) Intensive research and study of one or more selected topics. The topics and research methodology are determined in consultation with the instructor. May be repeated for maximum of six credit hours.

MSW 401
PROFESSIONAL WRITING AND DEVELOPMENT
Graduate
Social work careers are increasingly more challenging and varied. Social workers must be prepared to change assignments, cases, and tasks regularly and must be able to communicate in a manner that transcends singular agencies or organizations. Effective communication strategies are required for successful professionals and efficient organizations. The practice of professional social work requires accurate and persuasive communication in multiple formats. This required, foundation-level course is designed to introduce students to the major possibilities and constraints of professional writing and other forms of communication as well as survey the career paths available to professional social workers. There is an emphasis on writing for professional settings including case studies, mandated reports, summaries, and professional publication.

MSW 411
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
Graduate
This is the first course of a two-part sequence designed to develop an understanding about human behavior and the social environment. This course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems. The focus is on a normative development with an emphasis on the strengths perspective. This course supports the values of diversity in society and social justice. Throughout this two quarter sequence, students will be introduced to varied theoretical paradigms for explaining and predicting human behavior so students will be exposed to both complexity and controversy within the field. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the first half of the life span: conception, infancy, childhood, adolescence and young adulthood. It explores these life stages within the contexts of biological, psychological, and social systems. As students will learn, each theoretical paradigm is a social construct, uniquely offering strengths and limitations as well as value biases. Therefore, the development of a critical analytical perspective is crucial in the study of each theory. Students are thus encouraged to develop critical thinking skills as they examine the adequacy of the theories and research that they are taught so that they may appreciate the strengths and limitations of the knowledge that they are acquiring. This course takes into consideration the following factors that influence human behavior: ethnicity, age, culture, race, social class, poverty, gender, sexual orientation, spirituality, genetics, and an urban social environment. These contexts are used to understand the functioning of individual as members of families, groups, communities and larger social organizations, in order to better understand how social workers develop interventions targeting the micro, meso, and macro-systems levels. Special attention is given to the impact of social problems, human diversity, discrimination and oppression on the individual's ability to access community resources in order to reach optimal health and well-being. The goal of this approach is to help social work students develop an understanding and tolerance for variant family constellations, lifestyles, and life choices. Students are encouraged to develop a professional value system that respects difference.
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
Graduate
This is the second course of a two-part sequence designed to develop an understanding about human behavior and the social environment. This course offers an ecosystems framework and method for understanding human behavior within the context of personal, family, group and community systems, organizations, and institutions. The focus is on a normative development with an emphasis on the strengths perspective. Using a bio-psycho-social theoretical framework, fundamental concepts and theories are introduced with the life cycle serving as the organizational focus. The course covers the second half of the life span: young adulthood, middle adulthood, later adulthood and end of life. It explores these life stages within the contexts of biological, psychological, and social systems. This course takes into consideration the following factors that influence human behavior: ethnicity, age, culture, race, social class, poverty, gender, sexual orientation, spirituality, genetics, and an urban social environment. These contexts are used to understand the functioning of individual as members of families, groups, communities and larger social organizations, in order to better understand how social workers develop interventions targeting the micro, meso, and macro-systems levels. Special attention is given to the impact of social problems, human diversity, discrimination and oppression on the individual's ability to access community resources in order to reach optimal health and well-being. The goal of this approach is to help social work students develop an understanding and tolerance for variant family constellations, lifestyles, and life choices. Students are encouraged to develop a professional value system that respects difference.

MSW 411 and status as a MSW degree-seeking student or instructor consent are a prerequisite for this class.

INTRODUCTION TO SOCIAL WORK RESEARCH I
Graduate
This course presents the conceptual foundations and methods of research needed in order to assist students with integrating research knowledge and professional social work practice. It presents social justice as an overarching paradigm in the study of social work research. MSW 421 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. This course focuses primarily on the quantitative method but the qualitative method is also covered. The course covers the research process from problem identification through the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Additionally the course pays specific attention to ethics in research and issues of race, class, gender and sexual orientation. As an alternative to the quantitative research method, the course touches briefly on qualitative methods. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative research method and consider alternative methods of developing knowledge as it pertains to social work. Additionally, the course provides a basic coverage of data analysis using both the quantitative and qualitative research methods with the goal of developing student's conceptual understanding and ability to critically interpret research findings.

Status as a MSW degree seeking student is a prerequisite for this class.

ADVANCED SOCIAL WORK RESEARCH II
Graduate
The course is the second part in a two part series focusing on quantitative and qualitative methods. It continues the presentation of social justice as an overarching paradigm in the study of social work research. As it did with the first course in the sequence, MSW 422 presents the conceptual foundations and methods of research in order to assist students with integrating research knowledge with professional social work practice and ethics. The first half of the course continues the focus on the quantitative method. The second half of the quarter will examine the qualitative methods in more depth. The first part of the course covers clinical single subject designs, program evaluation, and more advanced statistical analysis. Additionally the course revisits content on ethics in research and issues of diversity. The qualitative method section of the course focuses on the fundamental research tasks found in most qualitative inquiries. The course makes use of examples and readings that focus on conducting research with individuals, families, and communities in urban environments. Students engage in a critical analysis of the quantitative and qualitative research methods and consider alternative methods of developing knowledge as it pertains to social work.

MSW 421 or MSW advanced standing is a prerequisite for this course.
MSW 431
SOCIAL WELFARE POLICY I
Graduate
All of professional social work practice is grounded in policy knowledge and theory. This foundation-level course is designed to provide students with the entry-level knowledge of social work ethics and values, policy formation and analysis, and practice skills necessary to impact and interpret the rules and regulations surrounding social welfare. Emphasis is placed on understanding political processes at the agency, local, regional and federal level and attention is given to economic considerations as well as the unique role of social welfare policy in regulating the lives of clients, particularly those from historically oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual and transgender people, people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently arrived immigrants, people for whom English is a second language and others in the urban environment. Content covered in this course includes constructs from United States history, political science, and economics, in addition to social work practices and principles. The course focuses on the analysis of social policies utilizing social work ethics and values. This course is the first of two required social welfare policy courses for MSW degree candidates; the assignments for this course relate to assignments in the second policy course, MSW 432. Students who are admitted into the MSW degree program or who are planning to take both policy courses should store their documents electronically so that they may be retrieved for future review and use.

MSW 432
ADVANCED SOCIAL WELFARE POLICY II
Graduate
This is the second of two required Social Welfare Policy Courses in the MSW curriculum. This concentration course focuses on policy practice (including advocacy) skills in agencies and organizations. While including a review of analytical techniques, there is emphasis in this course on the human interactions which shape policy review and implementation. Attention will be paid to the unique position of social workers and social work values in impacting those plans and processes which guide services that are based in agencies and institutions, including government. Building on the work begun in MSW 431 (Social Welfare Policy I), students learn those skills and applications which influence social policy using social work values and ethic as a major lens thru which policy practice is facilitated. Emphasis on social justice and human rights will be facilitated in the course as one key responsibility of (all social work) policy practitioners. As much of the content of the course will center on specific client, agency, and institutional contexts, students will need social work practice experience to ground their observations and work in this course. The course will focus on how laws and regulations are enacted and on skills in communications, lobbying, advising and other forms of influencing policy decision-makers in the interest of social justice.

MSW 450
SPECIAL TOPICS IN SOCIAL WORK
Graduate
See schedule for current offerings. Graduate standing required.

MSW 481
FOUNDATION PRACTICE I
Graduate
This course is the first in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with diverse individuals and families in an urban context. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgender people, people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice. The course will explore the implementation of the ecosystems perspective as it applies to a generalist practice. The course will also cover the relationship between professional and personal values, social work ethics, assessment, relationship building, implementing change strategies, and practice evaluation. Experiential exercises and assignments will be utilized to help students apply the practice concepts presented in this course. Students will be asked to share their field experiences in class to link course content to field work. Experiential exercises utilizing role playing and small group work will allow students to practice the skills in a supportive environment. This course is to be taken concurrently with MSW 491 (Foundation Field Education I) and is required of all students enrolled in the first year field sequence.

Declared MSW student and department permission are prerequisites for this course.
This course is the second in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work with groups in an urban context. The course will emphasize the development, implementation, and evaluation of various forms of therapeutic groups along with some content on organizational task groups. Task groups will be covered more thoroughly in MSW 483. Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgender people, people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice. Course instruction will emphasize didactic lecture, but group-simulation experiential exercises will also be an important part of presenting the content. Students will also be required to conduct an analysis and presentation of a group experience from their internship. The course is grounded in an empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. This course is to be taken concurrently with MSW 492 (Foundation Field Education II) and is required of all students enrolled in the first year field sequence.

MSW 481 and department permission are prerequisites for this course.

This course is the third in a series of three required foundational courses (MSW 481, MSW 482 and MSW 483) designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to practice generalist social work within communities and organizations. Specifically, this course introduces skills associated with task groups which serve to meet client needs in communities and organizations. The course is grounded in the empowerment model with an emphasis on social justice and the Vincentian values of respect, advocacy, service, and inventiveness. Additionally, the foundation practice sequence gives attention to the importance of diversity within oppressed groups including women, children, poor people, people of color, people with disabilities, the aged, gay, lesbian, bisexual, and transgendered people; people from various ethno-cultural backgrounds, people with diverse religious beliefs, recently-arrived immigrants, and people for whom English is a second language. The sequence prepares students for advanced, community practice. This course is to be taken concurrently with MSW 493 (Foundation Field Education III) and is required of all students enrolled in the first year field sequence.

MSW 482 and department permission are prerequisites for this course.

This course is required for all Advanced Standing students and may be taken as an elective (with its co-requisite course, MSW 494) with permission of the Instructor. This course must be taken with MSW 494. This course is designed to equip students with the basic theoretical knowledge, analytical skills, practice skills, and values needed to prepare for advanced, community practice in social work. The course is grounded in the empowerment model with an emphasis on social justice and other Vincentian values. Additionally, it gives particular attention to the importance of diversity, including race/ethnicity, gender, economic class, disability, and sexual orientation in the context of social work macro practice. This course is to be taken concurrently with MSW 494 (Advanced Standing Foundation Field Education).

(MSW 483 and MSW 493) or MSW advanced standing is a prerequisite for this course.
This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the first of three field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 481. (Foundation Practice I). The foundation field education course also requires working in an approved field placement for 160 agency contact hours during the autumn quarter. Students should be mindful that they need to complete a minimum of 540 hours during the academic year. The course will meet several times during the autumn quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision. Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice. The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include: o Exposure of students to a wide range of practice situations o Provide opportunities for discussion of field related issues o Provide opportunities for troubleshooting and problem solv ing of pragmatic and procedural aspects of field instruction o Provide a forum for the development of the 'professional self' and skills necessary to participate in professional consultation The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract should include learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs. Concurrent enrollment in MSW 481 and confirmation of field placement for current academic year. Declared MSW student and department permission are prerequisites for this course.

This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals and families using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the second of three field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 482. (Foundation Practice II). The foundation field education course also requires interning in an approved field placement for at least 180 agency contact hours during the winter quarter. Students should have completed at least 180 hours at their internship prior to the start of the winter quarter and must complete a minimum of 540 internship hours during the academic year. The course will meet several times during the winter quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision. Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice. The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include: o Exposure of students to a wide range of practice situations o Provide opportunities for discussion of field related issues o Provide opportunities for troubleshooting and problem solving of pragmatic and procedural aspects of field instruction o Provide a forum for the development of the 'professional self' and skills necessary to participate in professional consultation The process for field placement and supporting policies are further articulated in the student handbook and the field education manual. Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract includes learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs. Concurrent enrollment in MSW 482 and confirmation of field placement for current academic year required. MSW 491 is a prerequisite for this class.
MSW 493  
FOUNDATION FIELD EDUCATION III  
Graduate
This course is designed to support students in their Foundation Year of Field Education, and to complement the Foundation Year Sequence. Students will be provided with the opportunity to apply the beginning skills and knowledge needed to professionally aid individuals, families, and groups using the bio-psycho-social model and the empowerment approach, and introduce key components of field work and working with community organizations and social service agencies. This course is the third of three foundation field education courses which are required of all MSW degree students. Students enrolled in this course must also be concurrently enrolled in MSW 483. (Foundation Practice III). The foundation field education course requires working in an approved field placement for at least 180 agency contact hours during the spring quarter. Students must complete a total of 540 hours by the end of spring quarter. The student will also be required to actively participate in a meeting with the Field Instructor and the Field Liaison at the end of the quarter to discuss the student's progress and quarterly evaluation. The course will meet several times during the spring quarter. Issues related to practice will be discussed, including ethics, networking with community organizations, diversity, and supervision. Social work is practiced in agencies and organizations that work directly with people. Students in this course are placed in human service organizations or agencies where they will develop skills in interviewing, data collection, problem identification, and formulating goals with clients within the context of professional social work values and ethics and the auspices of the agency in which the student is based. Students are required to develop an understanding of the agency's history and purposes, its programs and services, and its role in the greater urban community. Students must always be able to demonstrate a professional awareness of self in working with clients as well as an understanding of human diversity as it relates to working with clients and working towards restorative and social justice. The course provides students the opportunity to explore a range of concepts that support the learning objectives of the Foundation course sequence, and include:  
- Exposure of students to a wide range of practice situations  
- Provide opportunities for discussion of field related issues  
- Provide opportunities for trouble shooting and problem solving of pragmatic and procedural aspects of field instruction  
- Provide a forum for the development of the 'professional self' and skills necessary to participate in professional consultation  
- The process for field placement and supporting policies are further articulated in the field education manual.  
Each student is required to submit a learning contract specific to their placement agency each quarter. The learning contract should include learning activities which can reasonably be accomplished within the academic quarter and which reflect both student and program learning needs. Concurrent enrollment in MSW 483 and continuation in field placement for current academic year required.  
MSW 492 and department permission are prerequisites for this course.

MSW 494  
ADVANCED STANDING FOUNDATION FIELD EDUCATION  
Graduate
This course is the third of three foundation field education courses which are required for all Advanced Standing students and may be taken as an elective (with its co-requisite course, MSW 484) with permission of the Instructor. The course must be taken with MSW 484. This course also requires enrollment in an approved field agency placement for the entire summer session. Students are required to complete a minimum of 150 contact hours at the agency. This course is designed to assist students with processing the many theoretical, analytical, and practice skills needed to prepare for community practice, an advanced approach to social work. This course is to be taken concurrently with MSW 484 (Advanced Foundation Practice).

MSW 499  
INDEPENDENT STUDY  
Graduate
(1 to 4 Credit Hours) Individually-supervised learning experience, usually involving extensive research and written analysis.

MSW 501  
PROGRAM EVALUATION  
Graduate
Administrator and staff of social programs have experienced continued pressure to document the effectiveness of community-based programs. Public agencies, private funders and other external organizations now routinely require program evaluation as part of the funding package. Additionally, agency administrators and staff want to know if their programs are effectively helping their clients. These internal and external demands now make it essential that social workers are skilled in developing, implementing and utilizing program evaluation. This course offers a comprehensive overview of how program evaluation fits in today's social service environment. It presents social justice as an overarching paradigm in the study of program evaluation. The course will cover three methods of program evaluation: needs assessments, outcome evaluations, and process evaluations. The course will also cover the history of evaluation and ethical considerations related to race, ethnicity and sexual orientation. The course also emphasizes the role of program evaluation with community-based organizations that exist in an urban context. Practical issues related to organizational mission, staff resistance, resource demands and evaluation ethics will be covered in order to offer a reality-based perspective on conducting program evaluation. The course is grounded in the Vincentian values of respect, advocacy, service, and inventiveness.  
Declared MSW student and MSW 422 are prerequisites for this course.
MSW 521
FUND DEVELOPMENT AND MANAGEMENT I
Graduate
This two-part course series introduces students to creating, implementing and adjusting budgets within agencies and programs which serve people. This course is the first of two required courses in fund development for MSW students and is taken either concurrently with MSW 582 (Community Practice II) or before advanced field education. MSW 521 emphasizes budget preparation and fund acquisition while MSW 522 focuses on fund distribution. Successful completion of MSW 501 (Program Evaluation) is required for enrollment in this course, as is the successful completion of the MSW research sequence (MSW 421 & 422). This course introduces students to budgetary operations and the ethical, value-based planning and decision-making processes by which social workers must implement fiscal and administrative decisions. This course also prepares students for MSW 522 (Fund Development & Management II) in which students will practice skills in program marketing and fundraising (including grant-writing).

MSW 421, MSW 422, (MSW 483 or MSW 484), (MSW 493 or MSW 494) and MSW 501 are a prerequisite for this class.

MSW 522
FUND DEVELOPMENT AND MANAGEMENT II
Graduate
Building upon concepts introduced in MSW 521 (Fund Development and Management I), this course is the second of two required courses in fund development for students in the MSW program. MSW 522 focuses on fund distribution and control. This course also reviews principles of marketing and fund raising in programs and agencies within the context of social services. Attention is given to program development and fundraising which includes grant writing. This course is taken either concurrently with or prior to MSW 583 (Community Practice III). This course continues review of many topics introduced in MSW 521. MSW 522 will also introduce topics such as budgetary control, allocation, monitoring, and preparation for audits. Students are also introduced to topics such as purchase of services and fees for services.

MSW 581
COMMUNITY PRACTICE I
Graduate
Using select theoretical approaches, including empowerment practice, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the first of three consecutive, required (advanced) practice courses, is on leadership and management of human service organizations. This course introduces students to the knowledge, skills and professional values essential to leadership of community-based or community-serving programs and organizations. This course covers leadership theories, styles, and techniques; supervision and facilitation; and the critical role(s) leadership play(s) in agency and program administration. Special attention is paid to the unique considerations of people with diverse backgrounds (and representatives of other marginalized groups) in leadership positions as well as working towards the promotion of social and economic justice. It is required that this course be taken concurrently with MSW 591 (Advanced Field Education I).

(MSW 483 or MSW 484) and (MSW 493 or MSW 494) are prerequisites for this course.

MSW 582
COMMUNITY PRACTICE II
Graduate
Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the second of three consecutive, required (advanced) practice courses, is on program planning. This course introduces students to the skills and knowledge needed to plan and design programs in community-based, people-serving organizations, starting with problem analysis and needs assessment. Related topics such as understanding the multiple dimensions of social problems, operationalizing concerns, and the importance of collaboration and addressing diverse groups, needs within a community practice framework are also addressed. Measures for accountability and effectiveness, especially for professional social workers, are also addressed. Attention is also given to the needs of historically-marginalized groups and planning for full social and economic justice. It is required that this course be taken concurrently with MSW 592 (Advanced Field Education II).

MSW 581 is a prerequisite for this class

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MSW 583
COMMUNITY PRACTICE III
Graduate
Using select theoretical approaches, this course equips students with the advanced skills and knowledge needed to practice in community-serving agencies and organizations. The emphasis in this course, which represents the final of three consecutive, required (advanced) practice courses is on resource development and marketing. This course continues facilitation in planning and designing programs in community-based or community-serving organizations while also providing students with opportunities to integrate fund development, program evaluation, and effective stewardship of resources to leverage lasting social change, especially on behalf of historically-oppressed communities. Additional related topics include analysis of organizational change, partnerships, strategic planning, and quality assurance. It is required that this course be taken concurrently with MSW 593 (Advanced Field Education III).

MSW 582 is a prerequisite for this course.

MSW 591
ADVANCED FIELD EDUCATION I
Graduate
This three-part course is the final, advanced field education sequence which requires concurrent enrollment in MSW 581 (and 582, 583 in subsequent academic quarters). This course also requires enrollment in an approved field agency placement for the entire academic year, where students are required to complete a minimum of 180 contact hours at the agency during the autumn quarter. Students should keep in mind that they must complete 580 hours during the academic year. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 581 and MSW 591 are a prerequisite and MSW 582 is a co-requisite for this class.

MSW 592
ADVANCED FIELD EDUCATION II
Graduate
This course is the second in the final, three-part, advanced field education sequence, and requires concurrent enrollment in MSW 582 as well as successful completion of MSW 581 and MSW 591. This course also requires enrollment in an approved field agency placement for the entire academic year where students are required to complete a minimum of 580 hours over the academic year. Typically, students in MSW 592 are expected to complete a minimum of 190 contact hours at the agency during the Winter Quarter. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 582 and MSW 592 are a prerequisite for this class.

MSW 593
ADVANCED FIELD EDUCATION III
Graduate
This course is the third in the final, three-part, advanced field education sequence and requires concurrent enrollment in MSW 583 (and successful completion of MSW 582 and MSW 592). This course also requires enrollment in an approved field agency placement for the entire academic year, where students are required to complete a minimum of 580 contact hours at the agency during the academic year. This course is designed to assist students in processing the many theoretical, analytical, and practice skills needed to practice advanced social work in community settings. Attention is also paid to the unique considerations of women and representatives of other historically-marginalized groups in organizational leadership roles through required learning objectives and tasks.

MSW 582 and MSW 592 are a prerequisite for this class.

MUS 100
UNDERSTANDING MUSIC
Undergraduate
(4 credits) Developing an understanding of musical elements and forms, and how composers use them to create music throughout the history of western music. This course also includes a look at the musics of the world and jazz. This course is not available to students in the School of Music. Arts and Literature.

MUS 102
COMPOSITION AND SOUND ART FOR NON-MUSIC MAJORS
Undergraduate
Students in this course develop their own creative music projects. Activities include performing, recording, and emulating styles of all kinds in new compositions. Instrumental, vocal, and computer music ability can be fostered in this course. No previous experience necessary. This course is not available to students in the School of Music. Arts and Literature.
MUS 104
MUSICAL EVOLUTION AND INNOVATION: RENAISSANCE TO 20TH CENTURY
Undergraduate
Musical Evolution and Innovation from the Renaissance to the 20th Century. An examination of how musical compositions from 1600 to our own time have been influenced by physical and technical limitations of instruments, tuning, and related matters. This course is not available to students in the School of Music. Arts and Literature.

MUS 105
ROCK MUSIC-THE BEATLES: MUSIC, AESTHETICS AND CULTURE
Undergraduate
This course is a survey of the music and movies of the Beatles. Topics covered in this class include the basic elements of music to allow students to analyze and compose simple songs. No previous knowledge of music is necessary. This course is not available to students in the School of Music. Arts and Literature.

MUS 106
THE ART OF ELECTRONIC MUSIC
Undergraduate
An examination of the art and techniques of electronic music and the influence electronics have had on contemporary music from Varese to rap. This course will examine the literature and cultural implications of electronic music as well as contemporary music techniques such as analog and digital recording, synthesis, sequencing and sampling. This course is not available to students in the School of Music. Arts and Literature.

MUS 107
HITCHHIKER'S GUIDE TO MUSIC THEORY
Undergraduate
(4 credits) The fundamentals of notation and elemental theory for non-music majors. Online drills and short composition studies will be included as course activities. Arts and Literature.

MUS 108
ROCK MUSIC OF THE WORLD
Undergraduate
A historical survey of the world's main styles of rock music, extending from Chuck Berry to Puff Daddy to Cold Play, from Bob Marley to Black Sabbath. This course is not available to students in the School of Music. Arts and Literature.

MUS 109
FROM WAGNER TO YOUTUBE: THE WEDDING OF MUSIC AND DRAMA
Undergraduate
Examines the use of music to reinforce drama and visual image in opera, film and rock video. This course is not available to students in the School of Music. Arts and Literature.

MUS 110
MUSICIANSHIP I
Undergraduate
(4 credits) (Autumn) Theory fundamentals - from keys, scales, and intervals, through four-part writing

Status as a Music student is a prerequisite for this class.

MUS 111
AURAL TRAINING I
Undergraduate
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a prerequisite for the next.

Status as a Music student is a prerequisite for this class.
MUS 113
GROUP PIANO I
Undergraduate
(1 credit) The first three courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

Status as a Music student is a prerequisite for this class.

MUS 120
MUSICIANSHIP II
Undergraduate
(4 credits) (Winter) Integrated study of theory/history pertaining to music of the Baroque period.

MUS 110 is a prerequisite for this class.

MUS 121
AURAL TRAINING II
Undergraduate
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a pre-requisite for the next.

MUS 111 is a prerequisite for this class.

MUS 123
GROUP PIANO II
Undergraduate
(1 credit) The second of three courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 113 is a prerequisite for this class.

MUS 130
MUSICIANSHIP III
Undergraduate
(4 credits) (Spring) An integrated study of theory/history pertaining to music of the Classical period

MUS 120 is a prerequisite for this class.

MUS 131
AURAL TRAINING III
Undergraduate
(1 credit) A three-quarter sequence of sight-singing and dictation. Each quarter is a pre-requisite for the next.

MUS 121 is a prerequisite for this class.

MUS 133
GROUP PIANO III
Undergraduate
(1 credit) The third of three courses in a two year (six-quarter) sequence of two one-hour classes per week using electronic piano labs. Curriculum is organized on the basis of six levels of functional keyboard competence, coordinated with the two-year Musicianship Studies experience described above. Emphasis is on sight-reading, harmonization, theory, score-reading, accompanying and ensemble playing. Note: Students with extensive previous keyboard experience may complete the competence requirements in fewer than six quarters.

MUS 123 is a prerequisite for this class.
MUS 140  
MUSIC OF THE WORLD’S PEOPLE  
Undergraduate  
(4 credits) A survey of music roles and practices in a variety of countries and continents. This course is not available to students in the School of Music. Arts and Literature.

MUS 200  
MUSIC OF THE UNITED STATES TO 1900  
Undergraduate  
(4 credits) This course discusses two types of subject matter: the traditions of art music or "classical" American music from the Colonial era through the latter Nineteenth Century; and the important vernacular or popular tradition of music which emerged between 1830-40 and continued up through about 1900. Music student may only use this course to fulfill free electives. Arts and Literature.

MUS 201  
MUSIC OF THE UNITED STATES SINCE 1900  
Undergraduate  
(4 credits) This course discusses two types of subject matter: the traditions of art music or "classical" American music in the twentieth and twenty-first Centuries. Additionally, important vernacular or popular traditions since 1900 will be studied. This includes idioms such as: jazz blues, Broadway musicals, the standard popular song, motion picture music, commercial music, rock and roll, and various other types of popular music. Music student may only use this course to fulfill free electives. Arts and Literature.

MUS 202  
WOMEN AND MUSIC  
Undergraduate  
(4 credits) A survey exploring the roles of women musicians in their societies. This course may only be used as a free elective for students in the School of Music. Arts and Literature.

MUS 203  
CONTEMPORARY MUSICAL IMPROVISATION: SCRATCH ORCHESTRA  
Undergraduate  
(4 credits) This course will focus on improvisational practices with a focus on experimental composers between 1959 - 1980. Students will form a large ensemble. Class activity will focus on hands-on music making with a combination of laptops and acoustic instruments.

MUS 204  
WHAT WERE THE BLUES? 1920-1960  
Undergraduate  
(4 credits) This course will follow the history of the blues from its first recordings in the early 1920s through the "rediscovery" of classic blues artists in the late 50s, with an emphasis on listening to and discussing a rich legacy of classic blues recordings.

MUS 205  
THAT HIGH LONESOME SOUND: BLUEGRASS 1936-1972  
Undergraduate  
A study of the social, cultural, and technological contexts of classical bluegrass, recordings made between 1936 and 1972.

MUS 206  
ITALIAN POPULAR SONGS IN CONTEXT: THEN AND NOW  
Undergraduate  
Students will study Italian popular songs throughout the last eight centuries, emphasizing their use to mirror, reflect, and influence socio-cultural norms of the time and place of their creation.
MUS 208
COMMUNITY AUDIO ART PRODUCTION
Undergraduate
This Experiential Learning course involves collaborative art production, electro-acoustic and computer music, experimental sound techniques, radio art, political music, socially engaged audio documentary, soundscape design, field recordings, sound installation, conceptual art, public service announcements, and interdisciplinary art. In addition to a historical survey of works in this genre, students will complete one group project and one solo project. This course may only be used as a free elective for students in the School of Music. Junior Year Experiential Learning.

MUS 210
MUSICIANSHIP IV
Undergraduate
(4 credits) (Autumn) An integrated study of theory/history pertaining to music of the 19th century.

MUS 130 is a prerequisite for this class.

MUS 211
AURAL TRAINING IV
Undergraduate
(1 credit) A three-quarter sequence of sightsinging and dictation.

MUS 131 is a prerequisite for this class.

MUS 213
GROUP PIANO IV
Undergraduate
(1 credit) The last three courses in the two-year sequence described above.

MUS 133 is a prerequisite for this course.

MUS 220
MUSICIANSHIP V
Undergraduate
(4 credits) (Winter) An integrated study of theory/history pertaining to music of the 20th and 21st centuries.

MUS 210 is a prerequisite for this class.

MUS 221
AURAL TRAINING V
Undergraduate
(1 credit) A three-quarter sequence of sightsinging and dictation.

MUS 211 is a prerequisite for this course.

MUS 223
GROUP PIANO V
Undergraduate
(1 credit) The last three courses in the two-year sequence described above.

MUS 213 is a prerequisite for this course.

MUS 230
MUSICIANSHIP VI
Undergraduate
(4 credit) (Spring) History of music of the Middle Ages and the Renaissance.

MUS 220 is a prerequisite for this class.
MUS 231
AURAL TRAINING VI
Undergraduate
(1 credit) A three-quarter sequence of sightsinging and dictation.
MUS 221 is a prerequisite for this course.

MUS 233
GROUP PIANO VI
Undergraduate
(1 credit) The last three courses in the two-year sequence described above.
MUS 223 is a prerequisite for this class.

MUS 265
MUSICAL TRADITIONS OF AMERICA AND THE WORLD
Undergraduate
(2 credits) An introduction to the musical styles of world cultures and jazz. Required of all music majors.
Status as a Music student is a prerequisite for this class.

MUS 272
TRENDS IN 20TH CENTURY ART AND MUSIC
Undergraduate
(4 credits) Appreciative approach to the styles of selected 20th-century artists and composers. School of Music students may take this course only as a free elective. Arts and Literature.

MUS 274
THE GOSPEL MUSIC TRADITION IN AMERICA
Undergraduate
(4 credits) The origins, people, context, spirit and music. This course may only be used as a free elective for students in the School of Music. Arts and Literature.

MUS 275
HISTORY OF THE SYMPHONY
Undergraduate
(4 credits) An examination of the development, literature and spirit of one of Man's great artistic traditions. This course may only be used as a free elective for students in the School of Music. Arts and Literature.

MUS 278
JAZZ
Undergraduate
(4 credits) A comprehensive study of the origins and developments of jazz, specifically concentrated on important jazz styles and performers since 1917. This course may only be used as a free elective for students in the School of Music. Arts and Literature.

MUS 279
MUSIC HISTORY I: CHANT TO BACH
Undergraduate
This course is designed for transfer music majors who have already completed a year of music theory but have not taken music history. This class involves extensive listening, examination of musical scores, and reading assignments each week.
Status as an Undergraduate Music student is a prerequisite for this class.
MUS 303
BASIC CONDUCTING PRACTICUM
Undergraduate
(Zero credit) Individual practice in conducting technique and rehearsal technique. This course must be taken concurrently with Basic Conducting (MUS 304).

MUS 230 and MUS 231 are a prerequisite for this class.

MUS 304
BASIC CONDUCTING
Undergraduate
(4 credits) Basic Conducting technique, score reading, and rehearsal technique. Application of analytical techniques to scores in preparation and rehearsal. COREQUISITE: Basic Conducting Practicum (MUS 303).

MUS 230 and MUS 231 are a prerequisite for this class.

MUS 305
MUSICAL ENCOUNTERS OF THE PORTUGUESE EMPIRE
Undergraduate
(4 credits) This course explores the role that music played in encounters between Europeans traveling on behalf of the Portuguese Empire and the cultures colonized by the Portuguese beginning in fifteenth century and continuing today in post-colonial contexts. This course will also examine the musical genres that developed as a result of cross-cultural contact. Musical case studies are selected from different historical periods and diverse cultures and geographical areas encompassed by the Portuguese Empire: Portugal, Asia, Africa, and South America. This class will include listening and reading assignments, and students will have the opportunity to further explore an area of interest in a research project on a topic of their choice. Arts and Literature.

MUS 306
PUNK ROCK THROUGH THE YEARS: ISSUES & AESTHETICS
Undergraduate
(4 credits) This course explores the aesthetic, political, and social issues that have shaped the development of punk rock and its various sub-genres in the United States and the United Kingdom since the early 1970's.

Status as a Music student is a prerequisite for this class.

MUS 308
ANALYTICAL TECHNIQUES
Undergraduate
(4 credits) Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods.

MUS 230 is prerequisite for this class.

MUS 360
TOPICS IN MUSICIANSHIP
Undergraduate
(2-4 credits) In depth investigation of a topic in musicianship studies.

Status as a Music student is a prerequisite for this class.

MUS 378
MEDIEVAL AND RENAISSANCE MUSIC
Undergraduate
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Medieval and Renaissance periods, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.
MUS 379  
BAROQUE MUSIC  
Undergraduate  
(2 hours) This course is concerned with the history and development of musical styles and procedures during the Baroque period, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.

MUS 381  
HISTORY OF OPERA  
Undergraduate  
(2 credits) A history of opera from the 17th century to the present. Emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.

MUS 383  
HISTORY OF THE OPERA II  
Undergraduate  
History of Opera II. (2 hrs.) A history of opera during the 19th and 20th centuries; emphasis on the development of musical style with particular reference to significant operas, musical examples, and recordings.

MUS 381 is a prerequisite for this class.

MUS 384  
CLASSIC MUSIC  
Undergraduate  
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Classical period, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.

MUS 385  
ROMANTIC MUSIC  
Undergraduate  
(2 credits) This course is concerned with the history and development of musical styles and procedures during the Romantic period, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.

MUS 386  
MUSIC SINCE WORLD WAR II  
Undergraduate  
(2 credits) This course is concerned with the history and development of musical styles and procedures during post World War II period, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.

MUS 387  
EARLY 20TH CENTURY MUSIC  
Undergraduate  
(2 credits) This course is concerned with the history and development of musical styles and procedures during the early 20th Century, with reference to significant compositions, musical examples, and recordings.

Status as a Music student is a prerequisite for this class.
MUS 395
SENIOR CAPSTONE SEMINAR
Undergraduate
(4 credits) This course is designed to fulfill the senior capstone experience for School of Music Bachelors of Arts students only. Students will develop a final project, culminating their musical studies in relationship to their liberal arts studies. The individual projects should reflect an advanced level of musical understanding, scholarship, and writing. The School of Music faculty member will meet with the students in a biweekly seminar throughout the quarter, and on an individual basis as needed.

A petition to major is a prerequisite for this class.

MUS 398
INDEPENDENT STUDY
Undergraduate
A petition to major is a prerequisite for this class.

MUS 400
MUSIC RESEARCH I
Graduate
Introduction to research types and techniques; bibliography and bibliographical sources; elementary statistics; the development of writing skills; analysis of research examples.

Status as a Graduate Music student is a prerequisite for this class.

MUS 408
ANALYTICAL TECHNIQUES
Graduate
(4 credits) Investigation of various analytical approaches to music syntax, structure, style and texture (including timbral and vocal or instrumental configurations) as exhibited in representative compositions from many historical periods.

Status as a Graduate Music student is a prerequisite for this class.

MUS 420
HISTORY OF THE ORATORIO
Graduate
An analytical and historical study of oratorio literature from 1600 to the present.

Status as a Graduate Music student is a prerequisite for this class.

MUS 435
18th & 19th WIND HISTORY AND LITERATURE
Graduate
(4 credits) There is a consistent historical connection between wind music of the ancient and medieval periods, and the music of today. This course will trace that historical line, focusing on the 18th & 19th Centuries. The development of repertoire as well as the functions and uses of wind music will be explored. It is the intention of this class to address the needs of people who will perform, conduct, or teach “classical” wind music as part of a career. Emphasis will be placed on original music suitable for professional concert performance.

Status as a Graduate Music student is a prerequisite for this class.

MUS 436
20th CENTURY WIND HISTORY AND LITERATURE
Graduate
(4 credits) There is a consistent historical connection between the wind music of the ancient periods and the music of today. This course will briefly trace that connection and then focus on the development and function of wind music in the 20th century. It is the intention of this class to address the needs of people who seek to perform, conduct, or teach wind music as part of their career.
MUS 460
TOPICS IN MUSICIANSHIP
Graduate
(2-4 credits) In depth investigation of a topic in musicianship studies.
Status as a Graduate Music student is a prerequisite for this class.

MUS 475
MEDIEVAL MUSIC
Graduate
Historical survey of music from the Middle Ages: sacred and secular music as artistic, theoretical, and intellectual expression of the Middle Ages; history of musical styles to 1420; performance practice issues
Status as a Graduate Music student is a prerequisite for this class.

MUS 478
RENAISSANCE MUSIC
Graduate
Historical survey of music from the Renaissance. Musical style, compositional procedures, and performance practice are studied, within the social, political and economic environment in which the composers worked.
Status as a Graduate Music student is a prerequisite for this class.

MUS 479
BAROQUE MUSIC
Graduate
Historical survey of Baroque music and performance practice. Representative examples of both vocal and instrumental music are studied, mostly using the analytical techniques of the period, with the aim of becoming familiar with the most significant manners of composition of Baroque composers.
Status as a Graduate Music student is a prerequisite for this class.

MUS 481
HISTORY OF OPERA
Graduate
The course surveys the history of opera in western culture from its beginnings in the 17th century through the 20th century. The class materials cover stylistic trends and genres as demonstrated through seminal works. Each class period will contain a relevant analytical study.
Status as a Graduate Music student is a prerequisite for this class.

MUS 482
WORLD MUSIC CULTURES
Graduate
This graduate course will provide a global musical perspective and widen the lens through which students experience music. Through lectures, listening, guest performances, and engaging discussion students will gain rich insights into new worlds of music.
Status as a Graduate Music student is a prerequisite for this class.

MUS 484
CLASSICAL MUSIC
Graduate
Traces the development of musical style during the Classical Era through the analytical study of examples in the main musical forms such as sonata form. Reception and performance practice then and now will be addressed.
Status as a Graduate Music student is a prerequisite for this class.
MUS 485
ROMANTIC MUSIC
Graduate
Survey of nineteenth century music through a close analysis of representative Romantic works. The course will cover the expansion of both harmonic language and form leading to their eventual breakdown and reinterpretation.

Status as a Graduate Music student is a prerequisite for this class.

MUS 486
MUSIC SINCE WORLD WAR II
Graduate
This course surveys Western art music and related theoretical and technical issues from near the end of World War II to the present focusing on the development of new musical languages, new instruments and new methods of analysis.

Status as a Graduate Music student is a prerequisite for this class.

MUS 487
20TH CENTURY MUSIC BEFORE WWII
Graduate
This course surveys Western art music and related theoretical and technical issues from near the end of the 19th century to World War II, focusing on the new musical languages and aesthetics developed from 1890 until 1940.

Status as a Graduate Music student is a prerequisite for this class.

MUS 498
INDEPENDENT STUDY
Graduate
Status as a Graduate Music student is a prerequisite for this class.

MUS 500
CANDIDACY CONTINUATION
Graduate
A course for continuing graduate students who have not completed research, course requirements, or comprehensive examinations, but wish to retain their student status. "Candidacy Continuation" will enable students to use the University facilities during the quarter they register. The registration will be for 0 credit, although a $40 fee will be charged per quarter.

Status as a Graduate Music student is a prerequisite for this class.

MWR 497
WRITING THE LITERATURE OF FACT
Graduate
MWR 498
INDEPENDENT STUDY
Graduate
Independent Study

MWR 499
THESIS RESEARCH
Graduate
Thesis Research

MWR 500
INDEPENDENT STUDY
Graduate
Independent Study

MWR 501
NMS 501
PROSEMINAR IN NEW MEDIA STUDIES
Graduate
Introduces the field of New Media Studies and the faculty who teach in it. Each week a different NMS faculty member will present his or her research and relate that topic to the wider field of NMS. Encourages students to clarify their course of study and build alliances with faculty and students with similar interests.

NMS 502
NEW MEDIA, OLD MEDIA
Graduate
New Media, Old Media offers a critical examination of the rise of the information age and its impact on old media. This course will situate the NMS program in the historical/critical development of mass media and its relationship to power and meaning-making.

NMS 504
TEXT AND IMAGE
Graduate
In this course we will explore the increasingly important dynamic between textual information and visual information. In this course we will read about how hypertext has changed the environment and nature of the written word, and we will examine how the Web has “remediated" previous media into a new dynamic. We will use this knowledge to perform analyses of visual and textual artifacts; students may also create their own artifacts.

NMS 505
WORKSHOP/PORTFOLIO SEMINAR
Graduate
Students will have a choice between a collaborative workshop or a more individually-centered portfolio development seminar. Each group prepares a digital media project for an existing community group, such as a social service organization. Those students preferring to work independently will, under the guidance of the advising professor, develop and defend a complete portfolio of their work within the NMS program. May be repeated for elective credit.

NMS 506
INTERNSHIP
Graduate
In consultation with the director of NMS, students design a field experience under the direction of a project director in the field. The field experience may be derived from issues raised in courses, from thesis research, or from personal research interests.

NMS 507
INDEPENDENT STUDY
Graduate
In consultation with the director, advanced students may devise, with the approval of an NMS faculty member, an independent course of study that is related to the field yet does not duplicate a core or elective course already available.

NMS 508
DESIGN RHETORICS
Graduate
This course provides students with a theoretical foundation and practical skills in the design of rhetorically sophisticated new media objects. We will learn basic principles of visual composition, both by examining existing compositions and building our own. We will also seek to understand the way visual literacies and culture shape the rhetorical choices we make as designers and managers of new media projects.
NMS 509  
SPECIAL TOPICS IN NEW MEDIA STUDIES  
Graduate
See schedule for current offerings.

NMS 520  
WEB DESIGN I  
Graduate
An introduction to the process of making functional sites for display on the Internet. Students will learn HTML-based development software, and work with imaging software to apply fundamental theories of new media design to the production of working computer-screen applications.

NMS 521  
WEB DESIGN II  
Graduate
An introduction to digital authoring software, such as Macromedia Flash, that allows for the combination of animation, sound, and complex user interaction. Students will design and produce working animations while exploring the balance between purpose, usability, and aesthetic appeal.

NMS 530  
HTML/ CSS  
Graduate
An introduction to fundamental web development and design languages. Students will learn HTML syntax, naming practices, and techniques for developing and structuring web pages and sites. Students will also learn how to style HTML pages with Cascading Style Sheets (CSS). While most instruction will proceed through XHTML, students will also have an opportunity to explore HTML5 and CSS3.

NMS 540  
DIGITAL ARCHIVES  
Graduate
This course provides students with an overview of issues related to digital archives, and hands-on experience with contemporary archiving practices. Students in NMS 540 will explore digital archiving through theoretical readings and case studies, and create or maintain digital archives for local organizations.

NMS 597  
CANDIDACY CONTINUATION  
Graduate
Masters candidates who are not enrolled in a course during a given quarter but who want to maintain active university status should register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit, $40.00 per quarter.

NSG 200  
HEALTH AND NUTRITION  
Undergraduate
This course provides an introduction to the complex interactions between nutrition, exercise, genetics, cultural factors, physiological and psychological stressors and health. Each class provides an overview on the various nutritional factors which influence the health of individuals. A population based approach is used to address the issue of world hunger and undernutrition. Multiple perspectives relating to nutrition are included such as cultural, religious, family and alternative nutritional lifestyles.

NSG 210  
PARENTING IN MULTICULTURAL FAMILY SYSTEMS  
Undergraduate
Families exist in complex systems of home, community and environment. Each family depends on their cultural history, previous experiences and social supports to assist with parenting. Today over 70% of families have two working parents. In the case of single parenting or blended families stressors are great. This course will examine the effect of culture and family traditions on parenting practices in the United States. Multiple family theories will be introduced and discussed. The primary focus is identification of child and family risk factors and strengths. Identifying positive parenting behaviors will enhance the well being, self esteem and health of the family.
**NSG 230**  
**WOMEN'S HEALTH: THE PHYSICAL SELF**  
*Undergraduate*  
This course explores the biological dimensions of women's health. The theoretical bases for evaluating medical research, assessing personal health, and decision-making consumerism from a feminist perspective are emphasized. An advanced-level scientific research paper due at the end of the quarter. Laboratory fee required. **PREREQUISITE(S):** ENG 104 or HON 100 or HON 101.

WRD 103 or HON 101 or HON 100 or ENG 120 is a prerequisite for this class.

**NSG 232**  
**MEN'S HEALTH: THE PHYSICAL SELF**  
*Undergraduate*  
This introductory course explores the unitary nature of men's health patterns focusing on anatomy and physiology of the major body systems emphasizing the differences in males. Health issues pertinent to these system differences in males will be presented based upon health risks, assessment, screening, diagnosis, management, and treatment. Developing an understanding of male anatomy and physiology utilizing correct medical terminology to describe various parts and conditions. Elements of scientific research are explored in the context of lecture and laboratory sessions. Students select a research-based topic supported by clinical research studies to articulate their knowledge and understanding through a written paper and oral presentation.

**NSG 260**  
**STATISTICS FOR THE HEALTH SCIENCES**  
*Undergraduate*  
This course introduces the health science student to theory and application of probability, risk, descriptive and inferential statistics. Computer laboratory experience focuses on using data sets in clinical trials, epidemiology, and critical pathway development.

**NSG 261**  
**INTRODUCTION TO FINANCE/ ACCOUNTING IN HEALTH CARE**  
*Undergraduate*  
This course introduces students to basic principles, concepts, and techniques in cost accounting, reimbursement, budgeting, and financial management in health care for the practicing health professional.

**NSG 301**  
**INTRODUCTION TO THE ART AND SCIENCE OF NURSING I**  
*Undergraduate*  
This course provides a foundation for integrating the art and science of nursing into a meaningful holistic practice. In lecture, emphasis is placed on the introduction of theoretical content and current issues that are basic to holistic practice and to the role of the nurse as a clinical leader. Laboratory time, mandatory practice sessions and clinical hours provide rigorous settings in which nursing skills will be learned, practiced, and refined. All students will participate in a service-learning experience in a community setting which serves to broaden perspectives, encourage skills practice and integrate course content.

**NSG 302**  
**INTRODUCTION TO THE ART & SCIENCE OF NURSING II**  
*Undergraduate*  
The science of unitary human beings and selected nursing theories are examined further as the basis for holistic nursing practice. The roles of the nurse as health facilitator and provider of care are emphasized. Concepts of diversity, rhythmicity, motion, values, and health visioning are the focus of classroom and laboratory experiences related to health promotion and healing of individuals and families experiencing acute patterns of illness.

**NSG 303**  
**INTRODUCTION TO THE ART & SCIENCE OF NURSING III**  
*Undergraduate*  
The science of unitary human beings and selected nursing theories are examined further as the basis for holistic nursing practice. The roles of the nurse as patient teacher and mental health counselor are emphasized. Principles of health promotion and disease prevention are the focus of classroom and laboratory experiences related to the care of individuals and families experiencing chronic patterns of illness. **PREREQUISITE(S):** NSG 302.
NSG 304
CONCEPTS OF HUMAN ADAPTATION II
Undergraduate
Concepts Of Human Adaptation II  CO-REQUISITE(S): NSG 305/306

NSG 307
ART AND SCIENCE OF NURSING IV: PSYCHIATRIC MENTAL HEALTH
Undergraduate
This course examines the etiology, symptomatology, and clinical management of selected mental illnesses across the lifespan. The art and science of nursing and selected nursing and non-nursing theories are examined further as the basis for critical thinking, compassionate communication, and therapeutic nursing interventions in mental health nursing practice. The evidence base for psychiatric nursing will be examined and applied to practicum experiences. Various psychiatric nursing roles will be explored in the contexts of health promotion, disease management and rehabilitation. Course meets for 3 hours lecture and 8 hours clinical. PREREQUISITE(S): NSG 303.

NSG 313
TRENDS AND ISSUES IN NURSING
Undergraduate
History, theory, and practice of professional nursing with specific attention to the advanced generalist?s role in leadership and management. Skills in clinical leadership, budget and quality management, supervision, and change are introduced. Refinement of skills in critical thinking, decision-making, communication, and conflict resolution are emphasized.

NSG 322
BASIC PATHOPHYSIOLOGY AND PHARMACOLOGY
Undergraduate
The integration of principles from biology, chemistry, psychology, and sociology provide the framework for an examination of life processes in the human macro and microenvironment as rhythmic, diverse, negentropic and continuous. The nursing role in facilitating safe, effective pharmacotherapy is emphasized.

NSG 330
FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE
Undergraduate
This course introduces the registered nurse student to the philosophy and mission of the Department of Nursing. Major areas of emphasis include evolution of nursing as a scientific professional discipline, the role of the professional nurse as client advocate, change agent and teacher, the role of power and politics as sources of empowerment, and the legal and ethical parameters in the scope of nursing practice.

NSG 332
PHYSICAL AND PSYCHOSOCIAL ASSESSMENT STRATEGIES
Undergraduate
This course is designed to prepare the student to perform comprehensive physical assessments and mental status exams of the individual in the context of their family and community. (Laboratory fee required). PREREQUISITE(S): Completion of all CSH courses except for NSG 377 & 380 and ACT-PEP exams or equivalent.

NSG 335
LESBIAN HEALTH MATTERS
Undergraduate
This course explores the unitary processes and experiences of health and quality of life for lesbians in diverse communities and with a range of identification and orientation. The idea that homophobia exists and serves as a significant barrier to access and to maintenance of health for lesbians underpins the course. The course uses multiple forms of scientific literature, general literature, film, and art to study the personal, ecological, and socially constructed determinants of health and quality of life. Various feminist, nursing, queer, and post-colonial perspectives on contemporary scientific and social discourse will emphasize linking health and illness with economic, social/cultural, and political dimensions of society. Concepts of personal health patterning, risk reduction, and health promotion will be stressed.

NSG 340
INTRODUCTION TO THE RESEARCH PROCESS
Undergraduate
This course provides the student with basic knowledge of the research process to plan, implement, and evaluate therapeutic nursing interventions. Emphasis is on the development of skills necessary to read, interpret, and critique published research in nursing and to conduct systematic library research. PREREQUISITE(S): Basic statistics course
NSG 360
THE PROFESSIONAL NURSE AS TEACHER
Undergraduate
The changing nature of health care in the United States requires people to have and be able to use increasingly complex information. Teaching is one of the core talents of the professional nurse. This course provides an overview of specific content and strategies basic to the teaching/learning process in health promotion.

NSG 372
THE PROFESSIONAL NURSE AS CASE MANAGER
Undergraduate
This course focuses on professional role development and the fundamental components of the professional nurse role from provider to coordinator of care. The focus of nursing care delivery is case management, specifically the management of human and material resources necessary for meeting episodic health care needs of individuals and families. PREREQUISITE(S): Completion of LAS required courses and ACT-PEP exams

NSG 373
PRACTICUM: THE PROFESSIONAL NURSE AS CASE MANAGER
Undergraduate
This course provides for clinical application of case management theory. Experiential learning activities focus on implementing data-based clinical models for nursing practice in institutional and home health settings. The student's own work setting can be used as the basis for clinical activities. PREREQUISITE(S) or COREQUISITE(S): NSG 372

NSG 376
THE PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER
Undergraduate
Emphasis is on the delivery of comprehensive, culturally appropriate services to meet the continuing health needs of individuals, families, groups and communities. Students will design population-specific interventions to reduce assessed risk, incidence, and prevalence of community health problems. The focus of nursing care delivery is case management, specifically the promotion of health across the continuum of care and the coordination of services for at-risk individuals and groups. PREREQUISITE(S): NSG 332 COREQUISITE(S): NSG 377

NSG 377
PRACTICUM: PROFESSIONAL NURSE AS COMMUNITY CASE MANAGER
Undergraduate
This course is taken concurrently with Nursing 376 and provides opportunities for developing the professional nurse role in community health care. Experiential learning activities focus on community assessment, health program planning and evaluation, and management of innovation at the community level. Health education and leadership development are emphasized in both public health and community-based settings involved in health care delivery for individuals, families, and communities. COREQUISITE(S): NSG 376

NSG 380
UNDERGRADUATE SYNTHESIS
Undergraduate
This course provides a capstone experience in professional nursing practice. Topics, readings, and course requirements are decided by the students in collaboration with the professor. Students will complete a project demonstrating integration of the liberal arts and sciences with the professional practice of nursing in contemporary society. Ordinarily this will take the form of a senior research project or thesis. A professional resume and final assessments also will be completed. PREREQUISITE(S): NSG 372 and NSG 373

NSG 399
INDEPENDENT STUDY
Undergraduate
INDEPENDENT STUDY Variable credit. PREREQUISITE(S): Department consent
NSG 400
THEORETICAL COMPONENTS OF NURSING
Graduate
In this seminar, participants examine the nature, function and development of selected concepts, models and theories for their relevance to advanced nursing practice and nursing research. The structure of theory is analyzed according to the relationship between its components and the type of theoretical statements used. A process for developing a conceptual framework for inquiry and data-based nursing practice is presented. PREREQUISITE(S): Graduate Standing.

NSG 401
NURSING RESEARCH I
Graduate
A seminar course emphasizing the concepts of the research process though presentation, discussion, and analysis of various research approaches, methodologies, designs, and instrumentation. Critique of published nursing research will enable the students to use concepts presented to evaluate current studies. PREREQUISITE(S): NSG 400 & 480 or equivalent.

NSG 402
NURSING RESEARCH II
Graduate
The development of a specific research proposal for the graduate synthesis project or thesis is developed. Emphasis is on protection of human subjects and methods for research utilization, evidenced-based evaluation of clinical practice, and theory-based nursing research. PREREQUISITE(S): NSG 401

NSG 422
APPLIED PATHOPHYSIOLOGY
Graduate
(Formerly NSG 525) A synthesis of organic & inorganic chemistry, molecular biology, and cellular physiology that serves as a foundation for advanced understanding of pathophysiology and pharmacology. PREREQUISITE(S): Organic and Inorganic Chemistry

NSG 424
PATHOPHYSIOLOGY FOR ADVANCED PRACTICE
Graduate
Survey of current advances on human physiology with emphasis on the cellular and microcellular basis of health and disease. Students will engage in intensive study of human anatomy and physiology and complex pathophysiologic processes. Current research findings are reviewed for implications for health promotion, health maintenance and health restoration. PREREQUISITE(S): NSG 422 or equivalent. May be taken concurrently with NSG 484

NSG 425
FISCAL MANAGEMENT IN HEALTH CARE
Graduate
Fiscal management and budgetary practices in health care institutions are explored. Budget preparation, cost-benefit, analysis, product costing, reimbursement, and analysis of financial status in organizations is emphasized.

NSG 426
PHARMACOLOGY II
Graduate
Continuation of NSG 322: Basic Pathophysiology and Pharmacology. PREREQUISITE(S): NSG 322.

NSG 430
POLITICAL AND LEGAL ISSUES IN HEALTH CARE
Graduate
Seminars will discuss social, economic, legislative and regulatory mechanisms that influence professional practice and health policy in the United States. Emphasis is on the legal definition of professional practice as well as major issues involved in designing, implementing and evaluating policy decisions including scope, dynamics, and conceptual and practical dilemmas.
NSG 431
HEALTH PROMOTION FOR FAMILIES AND COMMUNITIES
Graduate
Exames issues, frameworks, theories and techniques relevant to health promotion for individuals, families and communities. Health disparities and social & cultural factors impacting health and wellness are examined and methods for assessing and facilitating cultural competence of providers and institutions are studied. The nurse's role as advocate for health promotion in public policy is discussed.

NSG 432
THEORIES OF HEALTH BEHAVIORS ACROSS THE LIFESPAN
Graduate
Analyzes selected theories that predict decision-making in health care issues. Concepts and theories related to prevention and optimal health care as well as social, cultural and economic aspects of wellness and illness are explored.

NSG 433
NURSING AND BIOMEDICAL ETHICS IN HEALTH CARE
Graduate
Seminars and case studies are used to explore issues and frameworks for ethical practice and research in the health professions.

NSG 439
INTERNATIONAL COMPARATIVE HEALTH CARE SYSTEMS
Graduate
NSG 439 provides a comparison between the American and an international country's health care systems including their histories, economics, and methods for the delivery of care. Current challenges and controversies are described. Course is open to Department of Nursing students who have completed NSG 303 or equivalent and includes an experience in that country. Course replaces NSG 430: Political and Legal issues and the leadership/education elective.

NSG 440
MATERNAL HEALTH NURSING
Graduate
The art of childbearing nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, and childbearing women who may be experiencing actual or potential educational needs, illness manifestations, or injury patterns. A variety of clinical settings, both inpatient and outpatient for maternity care will be utilized. Course meets for 3 hours lecture and 8 hours clinical. PREREQUISITE(S): NSG 307; concurrent registration with NSG 441.

NSG 441
INFANT, CHILD AND ADOLESCENT NURSING
Graduate
The art of pediatric nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for children ranging from newborns through adolescents. Levels of prevention, health promotion, health maintenance and health restoration will be discussed. Emphasis is placed on the physical, psychosocial, and developmental needs of infants, children and adolescents within the family as well as the alterations that occur during hospitalization. Major causes of morbidity and mortality will also be covered. The influence of health policy, cultural, economic, and ethical issues on the child and family are also addressed. Course meets for 3 hours lecture and 8 hours clinical. PREREQUISITE(S): NSG 307; concurrent registration with NSG 440.

NSG 442
COMMUNITY HEALTH NURSING
Graduate
The emphasis of this course is to provide a theoretical basis for nursing and public health sciences in the field of population health. Emphasis is placed on application of the principles of primary health care, strategies of health promotion, disease prevention and management across the life-span in home and community settings, and nursing practice of community-based families and population. Current trends and professional, legal/ethical, economic, cultural, and environmental issues are examined as they apply to community health nursing. Course meets for 3 hours lecture and 8 hours clinical. PREREQUISITE(S): NSG 440 and NSG 441.
NSG 443
CLINICAL IMMERSION AND INTERNSHIP
Graduate
This is the capstone clinical course in which students, preceptors, and faculty collaborate in application and synthesis of the core concepts of caring, collaboration, communication, cultural sensitivity, community and environment as they relate to the nursing care of clients with complex health care problems throughout the life span. The students will also demonstrate competency in clinical skills, critical thinking, problem solving, and time management. The purpose of the synthesis course is to facilitate the integration of current and prior curricular content so that the student can become an active and productive member of the health care team. PREREQUISITE(S): NSG 442 and NSG 472.

NSG 445
NURSING PROFESSIONALISM, ADVOCACY, AND LEADERSHIP
Graduate
This course discusses the concepts essential to the development of the professional identity and role of the nurse as a leader. Unique leadership contributions of professional nursing to healthcare in multiple settings will be discussed. The nurse?s interactions with nursing colleagues and other health care providers will be addressed with an emphasis on leadership, communication, delegation, conflict resolution, negotiation and team building. The course draws on current knowledge and theory of leadership and the profession of nursing. The course will focus on the role of the professional nurse in relation to lawful, ethical practice and in relation to current health care system needs and expectations. Nursing roles and specialty practices will be discussed with regard to the leadership provided by these nurse experts. The course will also emphasize the development of the collaborative skills and understanding necessary to lead within the complex healthcare system, including the ability to present her/himself as a professional with evidence of leadership abilities. Meets for 4 hours lecture and discussion. CO-REQUISITE(S): NSG 442 and NSG 472.

NSG 448
INDEPENDENT STUDY
Graduate
This course is reserved for individuals who wish to do focused study at the graduate level.

NSG 450
SELECTED TOPICS IN NURSING
Graduate
This course is reserved for special seminars organized from time to time to accommodate the needs of groups interested in specific topics.

NSG 451
INTRODUCTION TO NURSING ADMINISTRATION AND LEADERSHIP
Graduate
This course is an introduction to the nursing leadership concentration as well as an overview of current issues and theory of nursing administration for all advanced practice nurses. As an introduction to the nursing leadership concentration, this course places emphasis on developing master's level skills of critical reading, scholarly writing, analytical discussion, and shared leadership. May also be taken as a health sciences management elective. The expected outcome of the course is a nursing research question and literature review that will form the basis of the students work in their concentration and the final research project.

NSG 452
ORGANIZATIONAL AND FINANCIAL MANAGEMENT IN HEALTH CARE (CROSS-LISTED AS NSG 521)
Graduate
This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized. This course provides insight and reflection on the executive role in advanced practice and organizational administration. Concepts, models, and techniques used to manage systems in a variety of health care organizations or practices are analyzed. Organizational assessment, resource development, and product costing are emphasized.

NSG 453
CASE MANAGEMENT AND THE MANAGED CARE ENVIRONMENT
Graduate
In this course, students engage in analysis of concepts central to an in-depth understanding of the managed care environment and case management as a clinical care system. Emphasis is upon development of skill in organizational and population-based assessment and data analysis, clinical pathway development, and interdisciplinary collaboration. Students develop a data-base for a clinical project focusing on a client population from their work environment.
NSG 454
INNOVATIONS IN HEALTH CARE DELIVERY
Graduate
This course provides the instruction and clinical experience for the development of the advanced practice nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels. PREREQUISITE(S): NSG 453.

NSG 455
CURRICULUM DEVELOPMENT FOR HEALTH CARE SYSTEMS
Graduate
Theories, principles and approaches to curriculum development are explored. Basic elements of curricular design are examined in relation to traditional and evolving paradigms, reflecting development in social and professional dimensions of health care.

NSG 456
PRACTICUM IN NURSING ADMINISTRATION I
Graduate
Practicum In Nursing Administration I PREREQUISITE(S): NSG 451 and NSG 452

NSG 457
PRACTICUM IN NURSING ADMINISTRATION II
Graduate
Practicum In Nursing Administration II PREREQUISITE(S): NSG 451, 452 AND 456

NSG 458
TEACHING IN HEALTH CARE SYSTEMS
Graduate
This course prepares the registered nurse to apply theories, principles and strategies in education. Emphasis is on education as a vehicle for enhancing the health of populations and systems from an ecological perspective. PREREQUISITE(S): Department consent

NSG 459
PRACTICUM IN TEACHING IN HEALTH CARE SYSTEMS
Graduate
Practicum In Teaching In Health Care Systems (PREREQUISITE(S): NSG 455 and NSG 458

NSG 460
ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN
Graduate
Lecture focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of individuals from infancy through maturity. Emphasis is placed on the child in the context of the family and community. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary health care needs. PREREQUISITE(S): NSG 422 and 424 or concurrent. (Laboratory fee required)

NSG 461
ADVANCED PEDIATRIC ASSESSMENT
Graduate
Lectures focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of children from infancy through early adolescence. Emphasis is placed on the child in the context of the family and community in health and illness. Laboratory practice included taking the health history and performing physical examinations to evaluate primary and clinical care needs. PREREQUISITE(S): NSG 422, NSG 424, NSG 460.
NSG 462
ADVANCED WOMEN'S HEALTH ASSESSMENT
Graduate
Lectures focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of women from late adolescence through maturity. Emphasis is placed on the woman in the context of the family and community in health and illness. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary and reproductive health care needs. PREREQUISITE(S): NSG 422, NSG 424, NSG 460.

NSG 464
ADVANCED HEALTH ASSESSMENT ACROSS THE LIFESPAN
Graduate
This course builds on the skills acquired in health assessment and will introduce the skills and knowledge needed to perform a history and physical examination on patients of all ages. Lecture will focus on the synthesis of scientific knowledge in performing integrated, comprehensive assessments of individuals from infancy through maturity. Emphasis is placed on the child in the context of the family and community. Laboratory practice includes taking the health history and performing the physical examination to evaluate primary health care needs. Adult Nurse Practitioner students will not participate in the assessment of the infant and child, but instead will participate in more in-depth assessment of the older adult. PREREQUISITE(S): NSG 422 and NSG 424.

NSG 422 and 424 are a prerequisite for this class.

NSG 472
CRITICAL CARE NURSING
Graduate
The art of nursing is practiced within the clinical environment with a focus on the roles of health care provider and coordinator in medical-surgical nursing. Analysis and application of current research in the epidemiology of health and disease is used as the basis for decision-making in performing the nursing assessment, contributing to interdisciplinary treatment planning, and facilitating health promotion and illness prevention. The integrated role of the professional nurse in providing holistic care is emphasized. Prerequisite(s): NSG 303, NSG 460.

NSG 473
PRIMARY CARE OF THE INFANT, CHILD, AND THE ADOLESCENT
Graduate
The course is designed to explore health promotion, health protection, and disease prevention dimensions in pediatric primary care. It will focus on many of the common issues related to clinical, developmental and behavioral needs of children and adolescents and their families. The dynamics of the pediatric client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on infants, children, and adolescents and their families. Clinical practice guidelines will be evaluated through epidemiological and research evidence of selected developmental and behavioral disorders, as well as acute and chronic health problems. Also, selected theory-based models relevant to primary care of children will be critiqued. COREQUISITE(S): NSG 484. PREREQUISITE(s): NSG 422, NSG 424, NSG 460, NSG 484.

NSG 474
PRIMARY CARE OF THE ADULT AND OLDER ADULT
Graduate
Lectures focus on synthesis and application of scientific knowledge for family advanced practice nursing in primary care. The emphasis of course content is on building advanced knowledge of chronic and complex health problems in the primary care management of adults. This course examines primary health care needs of adults across the life span, with a focus on health promotion and disease prevention. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. PREREQUISITE(S): NSG 422, NSG 424, NSG 460 COREQUISITE(S): NSG 484.

NSG 475
CLINICAL MANAGEMENT OF PREGNANCY AND CHILDBIRTH
Graduate
This advanced practice course provides a comprehensive review of both complicated and high-risk obstetrical conditions. Course content builds upon the nurse practitioner student's knowledge of primary care for low-risk obstetrical patients. Clinical practice guidelines for the advanced practice nurse in a woman's health specialty practice or in a practice devoted largely to the care of women in the family is emphasized. PREREQUISITE(S): NSG 422, NSG 424, NSG 460, NSG 484.
NSG 476
CLINICAL MANAGEMENT OF PEDIATRIC HEALTH AND ILLNESS
Graduate
Lectures focus on synthesis and application of scientific knowledge for pediatric advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. PREREQUISITE(s): NSG 422, NSG 424, NSG 460, NSG 461, NSG 484.

NSG 477
CLINICAL MANAGEMENT OF WOMEN’S HEALTH AND ILLNESS
Graduate
Lectures focus on synthesis and application of scientific knowledge for gynecologic advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. PREREQUISITE(S): NSG 460 or 462.

NSG 478
CLINICAL MANAGEMENT OF ACUTE AND CHRONIC ILLNESSES IN PRIMARY CARE
Graduate
Lectures focus on synthesis and application of scientific knowledge for adult advanced practice nursing. The integrated role of the advanced practice nurse in providing holistic care and collaborative practice is emphasized. The dynamics of the adult client and nurse practitioner relationship will be analyzed, focusing on life transitions and the impact of health and illness on adults, families, and communities. Clinical practice guidelines will be evaluated through epidemiological and research evidenced of selected acute, emergent and chronic health problems. Prerequisite(s): NSG 422, NSG 424, NSG 460, NSG 484 or equivalent.

NSG 479
MANAGEMENT OF GERIATRIC SYNDROMES
Graduate
This course examines selected clinical issues and health problems of older adults, and provides a foundation in advanced gerontological nursing. Comprehensive geriatric assessment, changes in normal aging, geriatric syndromes, and functional status of older adults will be explored. Students will apply evidence-based practice to promote wellness, maximize function, and enhance self-care of older adults.

NSG 480
STATISTICAL METHODS FOR THE HEALTH SCIENCES
Graduate
This course is designed to assist students to understand, interpret, and apply statistical methods to address health science research questions. Beginning with a basic understanding of data and data integrity, level of measurement, and statistical concepts and assumptions, students will focus on describing variables using measures of central tendency and measures of dispersion, addressing research questions using appropriate parametric/non parametric, epidemiologic and multivariate statistical models. Students will also practice using statistical software to manage, graphically display, describe and analyze sample data. PREREQUISITE(S): Undergraduate statistics course.

NSG 481
BIOSTATISTICS AND EPIDEMIOLOGY
Graduate
The application of biostatistics/epidemiology to clinical practice and research is the intent of this seminar. Initial discussions will focus on understanding biostatistics and epidemiological statistics as applied to health and disease in diverse populations. From considering the relationship between measurement and biostatistics to understanding the importance of insuring data integrity throughout the research process, students will examine existing data sets (federal, voluntary agencies, professional/specialty organizations). Then the focus will be on understanding epidemiological statistics (rates, proportions, relative and absolute risk), descriptive statistics, measures of differences, measures of relationships/prediction, and multivariate statistical models as applied to health and disease. PREREQUISITE(S): Undergraduate Statistics.

NSG 482
INTRODUCTION TO EPIDEMIOLOGY
Graduate
An investigative problem-solving process is used to study the personal and ecological determinants of health and disease frequencies in diverse populations. Data are manipulated to plan, implement and evaluate health promotion and disease control programs for a variety of health care settings. Infectious and chronic disease prevention are emphasized. Students electing to take the course for four credit hours will complete a project using the epidemiologic method. Two credit hours. PREREQUISITE(S): Advanced Health Statistics.
NSG 483  
**PRACTICUM IN POPULATION BASED NURSING PRACTICE I**  
Graduate  
This is the first practicum in a sequence of supervised clinical experiences for nurse practitioner students. The focus of NSG 483 is on application of health assessment and examination skills in the clinical setting, identification of health risks, and learning how to manage common illnesses. Analysis and application of current research is used as the basis for decision-making in performing the health history and physical assessment, contributing to interdisciplinary treatment planning, and teaching for health promotion and illness prevention.

NSG 484  
**PHARMOCOLOGY FOR ADVANCED NURSING PRACTICE**  
Graduate  
Provides the advanced-practice nurse with the knowledge base necessary to manage pharmacological therapy for acute and chronically ill clients collaboratively with other members of the health care team. Direct and indirect responsibility for clinical decision-making regarding the administration, management and evaluation of drugs are emphasized. PREREQUISITE(S): Physiology for Advanced Nursing Practice or equivalent or concurrent registration, Organic and Inorganic Chemistry, and Microbiology.

NSG 485A  
**FAMILY AND COMMUNITY NURSING I OBSTETRICS**  
Graduate  
The art of family and community nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, and childbearing women who may be experiencing actual or potential educational needs, illness manifestations, or injury patterns. A variety of clinical settings, both inpatient and outpatient for maternity care will be utilized. Lecture, video demonstrations, human patient simulations, case studies, and active participation are included in the classroom. PREREQUISITE(S): NSG 472. CO-REQUISITE(S): NSG 485B.

NSG 485B  
**FAMILY AND COMMUNITY NURSING I PEDIATRICS**  
Graduate  
The art of family and community nursing: a didactic and clinical course as presented and discussed in class and implemented in the clinical setting. Focus is on the role of the nurse in caring for healthy newborns, children, and adolescents with a focus on normal growth and development, common acute illness and chronic illnesses in all ages of pediatric patients. The focus is on student learning that contextualizes who may be experiencing actual or potential educational needs, illness manifestations, or injury patterns. A variety of clinical settings, both inpatient and outpatient for pediatrics will be utilized. Lecture, video demonstrations, human patient simulations, case studies, and active participation are included in the classroom. PREREQUISITE(S): NSG 472. CO-REQUISITE(S): NSG 485A.

NSG 486  
**THE ART OF FAMILY & COMMUNITY NURSING II**  
Graduate  
The art of nursing is practiced with a focus on integrating the roles of health care provider, teacher, and case manager. Learning experiences focus on adults and families in a variety of settings including the home, hospital, and community. Emphasis is placed on the critical appraisal of individual and community health patterns and mental illness manifestations, and the development and testing of therapeutic nursing interventions in collaboration with other health professionals. PREREQUISITE(S): NSG 485 or NSG 485A and NSG 485B. Ten credit hours.

NSG 487  
**PRACTICUM IN POPULATION-BASED NURSING PRACTICE II**  
Graduate  
This is the second practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. Nurse practitioner student readings, assignments, and clinical experiences in primary care: family, adult, pediatric, or women's health with an emphasis on health promotion and disease prevention. PREREQUISITE(S)(S): NSG 422, NSG 424, NSG 460, NSG 484, NSG 483, NSG 492. COREQUISITE(S): NSG 493.
NSG 488
PROFESSIONAL ISSUES & RESEARCH IN POPULATION-BASED ADVANCED PRACTICE NURSING
Graduate
This course introduces the graduate nursing students to a variety of advanced practice nursing roles and the competencies needed for successful practice in those roles. The students explore the conceptual, theoretical, and empirical bases of population based advanced practice nursing. Critical thinking skills are developed through the student's debate of current local, state, and national laws and analysis of coding case studies. Communication skills are fostered through the use of class discussions and development of various assignments. Scholarly written and verbal presentations enhance the student's understanding of historical, economical, political, legal, and ethical perspectives of advanced practice nursing.

NSG 489
PRACTICUM IN POPULATION-BASED NURSING PRACTICE II
Graduate
This is the second course in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. Nurse practitioner student readings, assignments, and clinical experiences in primary care: family, adult, pediatric, or women's health with an emphasis on health promotion and disease prevention. PREREQUISITE(S): NSG 460 or NSG 464, NSG 474, NSG 483, NSG 484.

NSG 490
PRACTICUM IN POPULATION-BASED NURSING PRACTICE III
Graduate
This is the third clinical practicum in a sequence of supervised clinical experiences for nurse practitioner students in which students demonstrate increasing comprehensive practice of primary care in the context of specialty practice for selected populations. This course provides the opportunity to integrate the multiple professional roles of the advanced practice nurse while refining their skills in the comprehensive practice of primary care and/or specialty practice for selected populations. Emphasis is on health promotion and disease prevention with unitary human beings in mutual process with their environment in the management of health and illness, teaching and health counseling and organizational and role competencies. Students select sites and preceptors in family, adult, pediatric or women's health promotion according to their area of concentration and self-assessed strengths and weaknesses. PREREQUISITE(S): NSG 422, NSG 424, NSG 460, NSG 484, NSG 483, NSG 487, NSG 492, NSG 493. COREQUISITE(S): NSG 494.

NSG 491
PRACTICUM IN ACUTE AND CHRONIC ILLNESS
Graduate
Six credit hours.

NSG 492
CLINICAL DECISION-MAKING FOR ADVANCE PRACTICE NURSING I
Graduate
An on-line clinical seminar course designed to introduce the advanced practice nursing student to the clinical reasoning process in primary care and its application in the assessment of health and illness across the lifespan. Interpretation of x-ray and laboratory tests is considered as it illuminates findings from the health history and physical exam. The advanced level practitioner role is stressed with clinical decision making as a central concept. Analysis and application of theory and research in assessment, diagnosis, therapeutic nursing intervention, and clinical evaluation is the basis for exploring the clinical decision making process. PREREQUISITE(S): NSG 422, NSG 424, NSG 484 COREQUISITE(S): NSG 483.

NSG 493
CLINICAL DECISION-MAKING II FOR ADVANCE PRACTICE NURSING
Graduate
This course builds on and integrates previous courses in the advance pratice nursing sequence that focuses on clinical management skills of illness in primary care settings. The advanced level practitioner role is stressed with clinical decision making as a central concept. Analysis and application of theory and research in assessment, diagnosis, therapeutic nursing intervention, and clinical evaluation is the basis for exploring the clinical decision making process. PREREQUISITE(S): NSG 422, NSG 424, NSG 460, NSG 484, NSG 492, NSG 483. CO-REQUISITE(S): NSG 487.
NSG 494
Graduate
This course builds on and integrates previous courses in the advance practice nursing sequence that focuses on clinical management skills of acute and chronic illness across the lifespan. Students learn to assess, diagnose, and manage acute episodic illness commonly encountered in ambulatory health settings. The advanced level practitioner role is stressed with clinical decision making as a central concept.
PREREQUISITE(S): NSG 422, NSG 424, NSG 460, NSG 484, NSG 492, NSG 493, NSG 483 CO-REQUISITE(S): NSG 490.

NSG 498
P R O F E S S I O N A L  N U R S E  R O L E  D E V E L O P M E N T
Graduate
The nurse as clinician, educator, manager, activist, research coordinator, and entrepreneur are some of the many roles available to professional nurses in contemporary society. This course provides opportunity to explore selected roles of the professional nurse and the advanced practice nurse in diverse practice settings. Students select readings and seminar topics for discussion in class as well as design and implement a project for a selected professional nurse role. Principles of needs assessment, program planning and evaluation provide the framework for the project. Refinement of skills in critical thinking, decision-making, communication, and innovation are emphasized. Co-REQUISITE(S): NSG 486. Two credit hours.

NSG 500
C H E M I S T R Y  A N D  P H Y S I C S
Graduate
Review of principles of physics with emphasis on their application in the clinical practice of anesthesia. Nurse anesthesia residents (NAR) will engage in a comprehensive analysis of cell physiology and biochemistry with emphasis upon metabolism, enzyme function, and protein synthesis. Current research findings and their anesthetic implications will be discussed.

NSG 501
A N A T O M Y  A N D  P H Y S I O L O G Y  I
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the gastrointestinal, nervous and endocrine systems. The course is divided into three sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.

NSG 502
A N A T O M Y  A N D  P H Y S I O L O G Y  I I
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of advanced anatomy and physiology of the cardiovascular, respiratory and renal systems. The course is divided into sections with emphasis placed on the structural and functional role of each system in maintaining homeostasis. Clinical implications of current research findings will be stressed.

NSG 503
P A T H O P H Y S I O L O G Y
Graduate
An intensive 6 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of diseases and disorders of the nervous, endocrine, cardiovascular, respiratory, renal, GI/hepatic, and musculoskeletal systems. Implications for the design and implementation of an appropriate anesthesia care plan for individuals with specific system disease/disorders will be discussed in detail. Emphasis will be placed on system-specific diagnostic and therapeutic procedures that require anesthesia services.

NSG 504
P R I N C I P L E S  O F  A N E S T H E S I A  P R A C T I C E  I
Graduate
Designed to introduce the nurse anesthesia resident (NAR) to the advanced practice of nurse anesthesia. Emphasis is placed upon pre-operative patient assessment, anesthesia equipment and technology, airway management, intra-operative management, and postoperative care of patients undergoing general and regional anesthesia. Course includes orientation to clinical practice.
NSG 505
PRINCIPLES OF ANESTHESIA PRACTICE II
Graduate
An intensive 4 quarter hour course designed to provide the nurse anesthesia resident (NAR) with current knowledge of special populations, including pediatric, obstetric, geriatric and trauma patients, as well as patients requiring pain management. Emphasis will be placed on the anatomical and physiological differences that characterize each population with a focus on the pathological disorders unique to each group. The preparation, implementation and evaluation of an appropriate nurse anesthesia care plan for these populations will be stressed.

NSG 506
PRINCIPLES OF ANESTHESIA PRACTICE III
Graduate
An in-depth course that places emphasis on perioperative anesthetic management of patients presenting for specialty surgical procedures or requiring management for chronic pain. Implications for the development, implementation, and evaluation of anesthesia care plans will be stressed. The ethical, legal and professional issues that influence the advanced practice of nurse anesthesia will be discussed. Course includes preparation for the Certification Examination for Certified Registered Nurse Anesthetists.

NSG 507
ANESTHETIC PHARMACOLOGY
Graduate
This course is an in depth introduction to anesthetic pharmacology. It covers the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the administration of general, local, and regional anesthesia and provides the scientific basis for the advanced practice of nurse anesthesia.

NSG 508
ADJUNCTIVE ANESTHETIC
Graduate
This 4 quarter hour hybrid course (in class and on-line sections) includes the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs used in the treatment of a variety of disease states. Implications of current therapy with these agents and use of selected agents as adjunctive therapy in the advanced practice of nurse anesthesia will be stressed.

NSG 509
ADVANCED PHYSICAL ASSESSMENT FOR NURSE ANESTHETISTS
Graduate
This course will provide strategies that promote effective history-taking along with cognitive and psychomotor skills needed for the advanced physical assessment of the neurological, musculoskeletal, respiratory, cardiac, circulatory, and gastrointestinal systems across the lifespan. The assessment of body systems includes an overview of anatomy and physiology, techniques necessary to perform inspection, palpation, percussion and auscultation; and interpretation of physical findings and laboratory testing relevant to the advanced practice of nurse anesthesia.

NSG 510
ANESTHESIA PRACTICUM I
Graduate
An introduction to the clinical practice of anesthesia with emphasis on the principles introduced in ANES 500-504, 507 and 508. Includes administration of anesthesia for select patient populations under direct instruction and supervision of a certified registered nurse anesthetist (CRNA) or anesthesiologist.

NSG 511
ANESTHESIA PRACTICUM II
Graduate
Expanded application and integration of basic principles applicable to ANES 510. PREREQUISITE(S): NSG 510

NSG 512
ANESTHESIA PRACTICUM III
Graduate
This practicum provides the nurse anesthesia resident (NAR) with an opportunity to apply and integrate the basic principles of nurse anesthesia practice. Emphasis is on the anesthetic comprehensive management of the adult patient presenting for elective and emergency surgery. PREREQUISITE(S): NSG 510, NSG 511
NSG 513
ANESTHESIA PRACTICUM IV
Graduate
The first of four advanced anesthesia practicums that allow the third year nurse anesthesia resident (NAR) the opportunity to develop, implement, and evaluate anesthesia care plans for all patient populations undergoing a wide variety of specialty surgical and therapeutic procedures. It is designed to broaden the knowledge and skill base of the NAR. Includes seminar presentations on selected topics or issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes. PREREQUISITE(S): NSG 510, NSG 511, NSG 512

NSG 514
ANESTHESIA PRACTICUM V
Graduate
The second in a series of advanced practicums that provide the third year nurse anesthesia resident (NAR) with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of knowledge, skills, and attitudes that are representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics and issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes. PREREQUISITE(S): NSG 510, 511, 512, 513

NSG 515
ANESTHESIA PRACTICUM VI
Graduate
The third in a series of advanced practicums that provides the third year nurse anesthesia resident (NAR) with the opportunity to develop, implement, and evaluate an anesthesia care plan for all patient populations undergoing a wide variety of surgical and therapeutic procedures. Emphasis is placed on application, integration, and synthesis of the knowledge, skills, and attitudes representative of the advanced practice of nurse anesthesia. Includes seminar presentations on selected topics or issues relative to the advanced practice of anesthesia and completion of online bimonthly review quizzes. PREREQUISITE(S): NSG 510, 511, 512, 513, 514

NSG 516
ANESTHESIA PRACTICUM VII
Graduate
The final advanced practicum in which the third year nurse anesthesia resident (NAR) demonstrates the knowledge, skills, and attitudes necessary for entry level nurse anesthesia practice: proficiency in providing perioperative nurse anesthesia care for all patient populations; an ethical and culturally sensitive approach to patient care; analysis and synthesis of current research for application into practice; ability to perform a comprehensive self evaluation; and display of a professional attitude toward life long learning. Includes seminar presentations on selected topics or issues relative to the advanced practice of nurse anesthesia. PREREQUISITE(S): NSG 510, 511, 512, 513, 514, 515

NSG 521
INNOVATIONS IN HEALTH CARE DELIVERY (CROSS-LISTED AS NSG 452)
Graduate
This course provides the laboratory and clinical experiences for the development of the professional nurse role as case manager and administrator. Learning activities focus on implementing contemporary data-based nursing practice models in a variety of health care settings, and the diffusion of innovation at the individual, family and organizational levels.

NSG 525
SCIENTIFIC FOUNDATIONS FOR ADVANCED PRACTICE NURSING
Graduate
Scientific Foundations For Advanced Practice Nursing

NSG 540
CULTURE, ETHICS, AND POLICY ANALYSIS
Graduate
This seminar is designed to explore cultural and ethical perspectives and their relationships to health policy. Health disparities, based on social and cultural difference are clearly linked to major diseases such as heart disease, cancer, diabetes, hypertension and stroke and to access to, and outcomes of health services. Class discussions will focus on the past, current and future health policy needs of multicultural and multifaceted societies. The phenomena of cultural, ethnic, gender, class, and sexual variation in complex societies; notions of diversity and social justice; understandings of cultural conflicts and how cultural differences are managed in healthcare settings will be considered. Students will integrate concepts of all levels of prevention in health care, examine research in health ethics and health policy and discuss legislative processes for their potential to improve the health of the public. Meets for 4 hours lecture and discussion.
NSG 554  
INFORMATICS AND TECHNOLOGY APPLICATIONS  
Graduate  
This course focuses on information systems technology and its application for the improvement and transformation of patient-centered health care. Implications of informatics for advanced practice nursing and health care in general are explored. Impact on consumer-provider relationships, ethical and legal issues, global/future informatics issues and electronic health record issues are being examined. The course prepares the student to become proficient at selecting and using technology for organizing, analyzing, managing, and evaluating information in nursing administration, education, and clinical practice settings. The use of technology as an adjunct to doctoral-level inquiry and how it supports clinical and professional decision-making is explained and demonstrated.

NSG 555  
PHARMACOTHERAPEUTIC IMPLICATIONS FOR THE OLDER ADULT  
Graduate  
This course examines various factors that impact the pharmacokinetics and pharmacodynamics of pharmacotherapeutic agents used in the care of the older adult. Economic and policy issues regarding pharmacotherapy of the older adult will be explored. Students will develop primary and secondary strategies to detect and resolve problems related to the use of these agents in the older adult.

NSG 598  
GRADUATE SYNTHESIS  
Graduate  
Students conduct supervised research terminating in a manuscript suitable for publication. The study must be approved by the selected faculty advisor and the Nursing Department Human Subjects Committee prior to registration for credit hours. Students are encouraged to generate research questions from their clinical area of study courses early in their program. PREREQUISITE(S): NSG 400, NSG 401, NSG 402 and NSG 480 and permission of instructor

NSG 599  
THESIS RESEARCH  
Graduate  
Students conduct supervised original research terminating in a completed and bound thesis. The study must be approved by the selected faculty advisor and the thesis committee approved by the department prior to registration for credit hours and must be completed during the term. Formerly NSG 405. PREREQUISITE(S): NSG 400, 401, 402,480 & permission of instructor

OD 101  
Introduction to Organizational Development  
Continuing Education  
OD 102  
Organizational Analysis and Design  
Continuing Education  
OD 103  
Designing and Implementing Leadership Development Programs  
Continuing Education  
OD 104  
Developing a Coaching and Mentoring System  
Continuing Education  
OD 105  
Fundamentals of Project Management  
Continuing Education  
OD 106  
Systems Thinking  
Continuing Education  
OD 107  
Powerful Conversations for Building Commitment  
Continuing Education  
OD 109  
Interpersonal Effectiveness for Leaders: Enhancing Your Emotional Intelligence  
Continuing Education  
OD 110  
Change Leadership: How Leaders Drive Organizational Change  
Continuing Education  
OD 111  
Retaining Top Talent: The Leader’s Role in Talent Streaming  
Continuing Education  
OL 101
Executive Leadership Development Program
Continuing Education
OL 106
Systems Thinking
Continuing Education
OL 107
Powerful Conversations for Building Commitment
Continuing Education
OL 108
Communicating with Impact
Continuing Education
OL 109
Interpersonal Effectiveness
Continuing Education
OL 110
Change Leadership: How Leaders Drive Organizational Change
Continuing Education
OL 111
Retaining Top Talent: The Leader's Role in Talent Streaming
Continuing Education

ORGC 201
BUSINESS AND PROFESSIONAL COMMUNICATION (Formerly CMNS 201)
Undergraduate
Employers demand strong communication and presentation skills. In order to compete effectively in the job market, students need to acquire and practice the written and oral communication skills needed to interview successfully. Furthermore, as a professional you will not only be expected to be a confident speaker, but also to organize and prepare clear, concise and interesting presentations. You will also need to communicate effectively while working as the member of a team or in other group contexts. In developing the knowledge, competencies and skills needed to communicate effectively in these and other contexts, this course will embrace opportunities for both critical thinking and applied problem solving. (Formerly CMNS 201)

ORGC 212
SMALL GROUP COMMUNICATION (Formerly CMNS 212)
Undergraduate
A survey of the variables operating in group interactions. Combines principles with practice through participation in small group experiences. Topics include group formation, group formats, organizational approaches, decision-making models, group observation and evaluation. (Group) (Formerly CMNS 212)

ORGC 251
ORGANIZATIONAL COMMUNICATION (Formerly CMNS 251)
Undergraduate
This course focuses on the role of communication in organizational life. Attention will be devoted to exploring how communication simultaneously shapes and is shaped by organizations. Topics include conflict and mediation, stress and social support, the supervisor-subordinate relationships, workplace diversity, organizational consultation and new communication technologies in organizations. (organizational) (Formerly CMNS 251)

ORGC 290
ORGANIZATIONAL COMMUNICATION WORKSHOP (VARIABLE TOPICS) (Formerly CMNS 290)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)

ORGC 316
COMMUNICATION AND GROUP DECISION-MAKING (Formerly CMNS 316)
Undergraduate
Advanced undergraduate course in small group communication. Students develop skills and abilities in identifying various factors that contribute to the success and failure of group decision-making in organizational contexts. Class sessions will focus on theories, research, and practices in group processes, and their applications to issues in real life. (Formerly CMNS 316)
ORGC 317
TOPICS IN GROUP COMMUNICATION (Formerly CMNS 317)
Undergraduate
Examines selected topics in group communication processes. Topics may include group creativity, communicating in virtual teams, conflict in groups, and group facilitation. (Formerly CMNS 317)

ORGC 332
TOPICS IN ORGANIZATIONAL COMMUNICATION METHODOLOGY (Formerly CMNS 332)
Undergraduate
Courses explore a range of qualitative and quantitative research strategies. Topics may include more specialized modes of gathering and assessing data, using new data technologies and software programs, and conducting communication studies. (Formerly CMNS 332)

ORGC 350
COMMUNICATION AND SOCIALIZATION IN WORK (Formerly CMNS 350)
Undergraduate
Examines how human beings move through the world of work, paying particular attention to the role communication plays in this process. Influences that help shape people's perceptions of work during youth and adolescence are reviewed, as are those that help individuals develop expectations about life in particular organizations prior to entry. In addition, the class focuses on new hire adjustment, the processes by which "rookies" gradually become "veterans" in the workplace, and covers voluntary and involuntary retirement. (Organizational) (Formerly CMNS 350)

ORGC 352
COMMUNICATION AND THE CORPORATE CULTURE (Formerly CMNS 352)
Undergraduate
Focuses on the communicative implications of such cultural elements as values, heroes, rites, rituals, symbolism and storytelling. Analyzes and presents ways of adapting to the diverse components of a culture. (Organizational) (Formerly CMNS 352)

ORGC 353
COMMUNICATION AND ORGANIZATIONAL CHANGE (Formerly CMNS 353)
Undergraduate
Explores the impact of change on the day to day work experience of organizational members. How culture, management philosophy and individual performances are influenced by change. Political, symbolic interactional, and human resource perspectives are explored. (Organizational) (Formerly CMNS 353)

ORGC 354
EMPLOYMENT INTERVIEWING (Formerly CMNS 354)
Undergraduate
Studies theory and practice of interviewing. Course focuses each term on a particular interview application (journalistic, employment, research, etc.) and examines strategies appropriate for interviewer and interviewee. Covers planning, conducting and evaluating interviews as well as relevant legislation. (Formerly CMNS 354)

ORGC 355
CONFLICT MANAGEMENT (Formerly CMNS 355)
Undergraduate
Examines the theory and process of conflict in interpersonal and organizational contexts. Focuses upon the causes, types, and theories of conflicts as well as upon practical approaches to dispute resolution. Topics include: social-psychological as well as process perspectives of conflict; personal conflict style/s; conflict sources; destructive versus constructive interaction cycles; impression management; conflict escalation or diminishment; and resolution strategies. (Formerly CMNS 355)

ORGC 356
COMMUNICATION CONSULTING (Formerly CMNS 356)
Undergraduate
Examines how to partner with a client to facilitate constructive organizational change and behavioral growth in the workplace. Focuses on contemporary consulting through case studies. Previous courses in organizational, small group, or interpersonal communication are suggested. (Formerly CMNS 356)
ORGC 357
TOPICS IN ORGANIZATIONAL COMMUNICATION (Formerly CMNS 357)
Undergraduate
Topics covered in this course might include: communication and customer service, assessment and intervention in organizations, comparative management, democratic participation in organizations, gender in the workplace, etc. (Formerly CMNS 357)

ORGC 392
INDEPENDENT STUDY
Undergraduate
Independent Study.

ORGC 393
ORGANIZATIONAL COMMUNICATION PRACTICUM (Formerly CMNS 393)
Undergraduate
Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours. (Formerly CMNS 393)

PAM 200
INTRODUCTION TO THE BUSINESS OF MUSIC
Undergraduate
(2 credits) Through lecture, discussion and projects, the student learns about various aspects of the music industry. This course is an overview of music business, studying relationships between artists, managers, agents, and attorneys; record companies and recording contracts; major labels vs. independent labels; music publishing and performing rights organizations; touring and merchandising; copyright and music licensing; careers in the music industry; and topical issues facing the industry today.

Status as an undergraduate Music or undergraduate Business student is a prerequisite for this class.

PAM 301
PERFORMING ARTS MANAGEMENT I: INTRODUCTION TO PERFORMING ARTS MANAGEMENT
Undergraduate
(4 credits) The class will introduce the history, theory, and art of management and leadership in the field of performing arts. The student will learn about styles of arts administration, contemporary issues facing the artists, administrators, and organizations, and opportunities for careers in arts administration and management. (Cross-listed with THE 201)

PAM 200 is a prerequisite for this class.

PAM 302
PERFORMING ARTS MANAGEMENT II: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
Undergraduate
(4 credits) Through lecture, discussion, and projects, the student learns about producing and presenting arts organizations and not-for-profit organizational structures, short- and long-term planning, financial management, and audience development. Other topics include choosing a season, managing ticket sales, box office procedures, facility management, and management information systems.(Cross-listed with THE 202)

PAM 301 is a prerequisite for this class.

PAM 303
PERFORMING ARTS MANAGEMENT III: MARKETING FOR THE ARTS
Undergraduate
(4 credits) Through lecture, discussion, and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to targeting audiences; organizational image and branding; patron support services; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms. (Cross-listed with THE 203)

PAM 302 is a prerequisite for this class.
PAM 304
PERFORMING ARTS MANAGEMENT IV: INSTITUTIONAL ADVANCEMENT & COMMUNITY ENGAGEMENT
Undergraduate
(4 credits) Through lecture, discussion and special projects, the student learns about institutional advancement and development and collaborations with internal and external constituencies. Topics covered include forming partnerships, community outreach, board development and engagement, fund raising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with THE 207)

PAM 303 is a prerequisite for this class.

PAM 305
COMMERCIAL MUSIC BUSINESS
Undergraduate
Through lecture, discussion, reading and projects, students will get an in-depth look at the commercial/for-profit music business with a focus on artist management, record labels (present and future), marketing and touring. Specific attention is given to artist-manager relationship; artist-label relationship; marketing strategies; and the current changes and evolution of the industry, at large.

PAM 200 is a prerequisite for this class.

PAM 306
TECHNOLOGICAL TRENDS & DEVELOPMENTS IN THE MUSIC INDUSTRY
Undergraduate
(2 credits) This course will examine the changes within the music industry; past, present, and future; and the technological advancements which provide the catalyst for those changes. Students will develop a basic understanding of the technological breakthrough, recognize its significance and examine how the music industry exploits these new developments into business opportunities never before possible.

PAM 307
LEGAL ISSUES IN THE MUSIC INDUSTRY
Undergraduate
(2 credits) This course is a study of legal concepts and issues related to the music industry - types of contracts; contracts mechanics and formats; relationships between artists and key personnel; recording contracts and record labels; copyright issues related to artists, performers, and composers, copyright infringement issues; digital music issues; labor relations; landmark legal cases related to the music industry; and topical legal issues facing the industry today.

PAM 200 is a prerequisite for this class.

PAM 308
MUSIC PUBLISHING
Undergraduate
(2 credits) This course is a study of the past, present, and future of music publishing. The course is intended and designed to examine the principles and procedures involved in music publishing, both nationally and internationally. Topics include music ownership and copyright registration; copyright searches and infringement; primary functions of a music publisher; sources of publishing income and licenses; current practices and trends and future issues.

Status as an Undergraduate or Graduate Music student or Undergraduate Business student is a prerequisite for this class.

PAM 309
MUSIC IN THE REAL: AN ENTREPRENEURIAL APPROACH TO PRESENTING MUSIC IN TODAY’S MARKETPLACE
Undergraduate
Through opportunity creation, case study, discussion and peer evaluation, this course analyzes and simulates the professional performing arts marketplace, providing collaborative hands-on experience for performers and arts managers-in-training. In this course, performers will hone their musical point-of-view and create an original, self-produced performance opportunity in the DePaul community, with marketing materials and a business structure to support their project. Arts Management students will collaborate with performers on these projects, providing support to their colleagues in a way that models their future professional activities. Each student will also be responsible for analyzing a current successful model, identifying keys to success. This course is intended to bridge the transition from college to career, providing the artistic, career development and entrepreneurship training that have become essential in today’s professional environment. (2 CREDITS)
PAM 360
TOPICS IN PERFORMING ARTS MANAGEMENT
Undergraduate
An in-depth study of special topics related to the fields of Performing Arts Management and/or Music Business; such as Music Entrepreneurship, Arts Advocacy, or Career Development.

Status as a Music student, an Undergraduate Theatre student or Undergraduate Business student is a prerequisite for this class.

PAM 398
PERFORMING ARTS MANAGEMENT INTERNSHIP
Undergraduate
The internship provides the student with an experiential opportunity to learn by working with professionals in the Performing Arts Management and/or Music Business industries.

Status as a Music student is a prerequisite for this class.

PAM 399
INDEPENDENT STUDY
Undergraduate
Status as a Music student is a prerequisite for this class.

PAX 200
PERSPECTIVES ON PEACE, JUSTICE, AND CONFLICT STUDIES
Undergraduate
A survey of key issues in the study of violence, conflict and its peaceful resolution including an examination of nonviolence as a philosophy and as a technique of action and social change. The course treats aggression, oppression, and nationalism as particularly problematic in an increasingly global human community. The course introduces key concepts in peace studies (positive and negative peace, structural and direct violence, the analysis of conflict) and demonstrates the links with other parallel concerns (minority issues, women's issues, social change, international relations). In addition to traditional methods of instruction, this course will rely on students working at designated community service organizations which will be treated as one of the central learning resources in the course.

PAX 206
BOUNDARIES AND IDENTITIES
Undergraduate
This course explores how identity formation is shaped by cultural, historical, and political construction of barriers, borders, and boundaries, and how such formations are intertwined with ethnicity, race, nationality, gender and class.

PAX 210
FROM INTERNATIONAL CONFLICT TO RESOLUTION AND PEACE
Undergraduate
This interdisciplinary course examines the basic questions of peace studies in different and "diverse" contexts, from personal relationships to societies and states, and addresses the consequences of conflict and conflict resolution in the contemporary world.

PAX 212
SOCIAL JUSTICE AND SOCIAL CHANGE [FORMERLY PAX 230]
Undergraduate
An exploration of the mutual interdependence of social justice and non-violence, understanding it as a strategy for social change and a vision for social concord. Formerly PAX 230.

PAX 214
CONFLICT: INTERVENTION, NEGOTIATION AND ADVOCACY
Undergraduate
An exploration of theories of conflict and the intervention methods for dealing with conflicts at the interpersonal and group levels.
PAX 218
HUMAN RIGHTS: PROMISE AND PROBLEMATICS
Undergraduate
This course will explore the historical origins, foundational principles, and socio-political efficacy of human rights discourse in contemporary international relations, domestic politics, and ethical thought. It consider issues such as the religious and/or secular foundation of human rights; their universality in relation to particular cultural customs and norms; the relative priority of individual and collective rights; and the legitimacy of international humanitarian intervention in sovereign nations.

PAX 220
ACTIVISM
Undergraduate
This course will look at the various ways in which people across the globe organize to fight for better living conditions, social justice, human rights, environmental protection, labor issues, sustainable development alternatives, political representation, and gender issues, among others.

PAX 231
ANALYZING POVERTY, ITS CAUSES AND CONSEQUENCES
Undergraduate
This course investigates a variety of viewpoints on the causes and effects of poverty. Poverty is a complex and multidimensional condition often difficult to measure, comprehend and change. It includes lack of or limited access to material needs (food, water, shelter, health care, etc.), social relations (participation, inclusion, rights, etc.), income and wealth (unemployment, resources, etc.) and moral, psychological, or spiritual well-being. This course reviews the current poverty debates from the economic, policy, social, political, cultural and moral perspectives that influence the implementation of poverty reduction programs.

PAX 240
VOICES OF WAR AND PEACE; ART, LITERATURE AND FILM
Undergraduate
This course is an overview of the ways in which the arts, including literature and film, portray warfare and the attempts to end violence and build reconciliation and peace.

PAX 250
TOPICS ON PEACE, JUSTICE, AND CONFLICT STUDIES
Undergraduate
A workshop covering practical instruction in mediation, conflict resolution, and nonviolent methods for promoting social change.

PAX 252
FORGIVENESS AND RECONCILIATION
Undergraduate
A study of various understandings of "forgiveness" and "reconciliation" in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with REL 252.

PAX 290
TOPICS ON JUSTICE AND PEACE
Undergraduate
A topics course geared to introductory level discussions of the core elements of justice and peace-building as they occur in specific venues, such as religion.

PAX 300
SENIOR SEMINAR
Undergraduate
A seminar on a key theoretical topic on peace, justice or human rights, or conflict, viewed from an interdisciplinary perspective and though a wide variety of theoretical positions.

(Two from PAX 200, 210, 212, 214, 220) or permission of the Program Director is a prerequisite for this course.
PAX 303
BORDER MATTERS: LITERATURE & CULTURE IN THE LATINO/A BORDERLANDS
Undergraduate
In this course we will study the values and dynamic that is promoted in different Latino communities in the United States. In order to give context to the present situation of Latinos in the U.S. we will study some of the social issues in the countries of origin which have resulted in immigration and their encounter with borderlands. The notion of a Latina and Latino cultural "borderlands" has proven a ubiquitous and powerful conceptual paradigm in recent years, organizing distinct ethnic groups (Cuban American, Mexican American, Central American, Puerto Rican, etc.) according to the rubrics of pan-ethnic identity labels (Hispanic, Latina/Latino, etc.) and transnational geographies (Latin America, the Americas, etc.). This course will examine a wide range of Latino/a literary expressions produced in the Latina/Latino borderlands, particularly in areas of cultural contact and conflict. While the most obvious focus will be the Texas-Mexico border region, including ongoing efforts to establish the public meaning of the Alamo, additional borderlands, literal and figurative, will be considered. The Latina and Latino borderlands have also inspired critics and theorists to imagine postmodern, post national subject formations, in which questions of ethnicity, gender, and sexuality are shifted from the margins to the center of critical discourse. We will therefor investigate the use and limits of recent "border theory". Cross-listed with LST 303.

PAX 348
INDIGENOUS POLITICAL STRUGGLES [CROSS-LISTED WITH LST 348]
Undergraduate
This course explores the struggles for social justice and the right to have rights by indigenous peoples. It emphasizes contemporary cases and the cultural contexts in which indigenous political strategies have developed and transformed. It uses historical data to understand the issues faced by indigenous peoples. Students conduct research on indigenous struggles and their connections to other social movements at the local, national, and international levels. Cross-listed with LST 348.

PAX 350
CAPSTONE IN PEACE, JUSTICE & CONFLICT STUDIES
Undergraduate
An integrative seminar drawing together students' theoretical work and hands-on expertise.

PAX 381
TOPICS IN PEACE BUILDING
Undergraduate
An advanced course looking at the history, theory and implementation of a specific tool for peace building, from diplomacy (state or citizen), legislative & juridical interventions, inner peace practices, and the like.

PAX 382
TOPICS IN SOCIAL JUSTICE AND SOCIAL CHANGE
Undergraduate
An advanced course that investigates one specific arena of social justice, such as environmental racism, gender injustice, religious bigotry, and the like, from a variety of disciplinary perspectives.

PAX 383
TOPICS IN CONFLICT INTERVENTION
Undergraduate
An advanced course that studies one or more types of nonviolent interventions in conflict, including violent conflict and warfare; examples include community organizing, political interventions, educational campaigns, etc.

PAX 384
TOPICS IN ACTIVISM AND ADVOCACY
Undergraduate
An advanced course that looks at the history, merits, values, and organizational possibilities for specific models of activism.

PAX 385
TOPICS IN HUMAN RIGHTS
Undergraduate
Advanced topics on human rights, the competencies approach, institutionalized protection of rights, and the like.
PAX 386
TOPICS IN GLOBAL JUSTICE
Undergraduate
The course will investigate the ways in which global agents, whether governments, NGOs, or corporations act and interact in order to address systemic global inequities and injustice.

PAX 387
TOPICS IN PEACE, JUSTICE AND RELIGION
Undergraduate
This course will investigate the interfaces between one or more religious traditions and the ways in which the questions of peace-building and social justice are handled and responded to with concrete action.

PAX 389
TOPICS IN COMMUNITY DEVELOPMENT, ADVOCACY, & ACTIVISM
Undergraduate
This course will use specific issues, groups, and actions to study how working for the just needs of communities occurs in a variety of ways and settings.

Two 200-level PAX courses are prerequisites for this course.

PAX 390
INTERNSHIP
Undergraduate
The internship as an independent project allows students to find an peace, justice, or conflict intervention organization that will give them a meaningful experience in the work of their organizations or to sign up with a credit-bearing internship with another academic institution. Permission of the Director.

PAX 392
INTERNSHIP IN PEACE, JUSTICE, AND CONFLICT STUDIES
Undergraduate
The Internship in Peace, Justice and Conflict Studies exposes students to practical learning experiences in non-profit and government agencies through an intensive internship. Students work 100 hours with an organization arranged through Steans Center. Cross-listed with CSS 395.

PAX 399
INDEPENDENT STUDY
Undergraduate
The content and evaluation methods for this course are negotiated by the student with an individual faculty member. Only open to students of Junior or Senior standing.

PAX 365
TOPICS IN WAR AND PEACE
Undergraduate
This course will deal with one of many ways to discuss the large-scale conflict that is war and the different methods to prevent, delay, and conclude such conflicts, in order to have peace. Cross-listed with INT 365.

PE 60
AEROBICS
Undergraduate
(2 credits) This course provides instruction and requires participation in the dynamics of exercises that train the cardio respiratory system. These exercises include but are not limited to low-impact aerobics, high impact aerobics, step-aerobics, use of cardio equipment, spin, slide, and circuit training.
DEPARTMENT OF physical education and human performance

BEGINNING WEIGHT TRAINING
Undergraduate
(2 credits) This course introduces students to strength training principles and activities: free weights, resistance machines, and functional exercises. Emphasis is placed on the development of strength and flexibility of the major muscle groups. Health-related fitness guidelines are presented to assist the student in developing overall fitness.

ADVANCED AEROBICS
Undergraduate
(2 credits) Advanced instruction in appropriate conditioning techniques and daily participation in monitored strenuous levels of aerobic exercise combined with dance. PREREQUISITE(S): PE 060 or instructor's approval.

FITNESS AND CONDITIONING
Undergraduate
(2 credits) The main components of health-related fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition are integrated into the fitness sessions, topic presentations, and health/fitness assessments. Emphasis is placed on improving overall wellness through exercise and healthy lifestyle choices.

ADVANCED WEIGHT TRAINING
Undergraduate
(2 credits) Advanced instruction and participation in the use of free weights and various machines for body building and weight training. PREREQUISITE(S): PE 066 or instructor's approval.

RAPE AGGRESSION DEFENSE SYSTEMS
Undergraduate
This 30-hour self-defense course is open to all female students and teaches awareness, prevention, risk reduction and avoidance techniques. In addition, students will learn the importance of physical fitness and perform exercises designed to improve their speed, physical strength and flexibility to aid them in self-defense. At the end of the course, students will be given the opportunity to test their knowledge and skills in various attack scenarios, under the supervision of at least one certified R.A.D. Basic Physical Defense instructor, in a safe and supportive environment.

MOTOR DEVELOPMENT THROUGHOUT THE LIFE SPAN
Undergraduate
Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined.

SWIMMING
Undergraduate
(2 credits) This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting.

GYMNASTICS
Undergraduate
(2 credits) This course introduces the student to the concepts and procedures for teaching basic gymnastics in a school setting. Emphasis will be given equally to skill acquisition, spotting techniques, explanation/demonstration of skills, and the theoretical framework, which supports a gymnastics program. Students will be provided with the opportunity to acquire skills and spotting techniques for basic stunts, tumbling, balance, balance beam, parallel & uneven parallel bars, vaulting, and rhythmic gymnastics.
PE 181
FLAG FOOTBALL
Undergraduate
(2 credits) Offered alternate years. Fundamental skills, group drills, strategy, styles of offensive and defensive team play will be covered. Physical education majors will focus on teaching, officiating and assessment.

PE 182
VOLLEYBALL
Undergraduate
(2 credits) Offered alternate years. Fundamental skills, drills, strategy, team play, rules interpretation, and officiating will be covered. Physical education majors will focus on teaching, officiating and assessment.

PE 183
SOCCER-SPEEDBALL
Undergraduate
(2 credits) Offered alternate years. Development of basic skills and progressive teaching stages: fundamental stage, game-related stage, game-condition stage, and functional training to include experience in speedball and other lead-up activities.

PE 185
BASEBALL-SOFTBALL
Undergraduate
(2 credits) Offered alternate years. Fundamental skills, group skills, styles of offensive and defensive team strategy will be covered. Physical education majors will focus on teaching, officiating and assessment.

PE 186
TRACK AND FIELD
Undergraduate
(2 credits) Offered alternate years. Track and field skills, rules, warm-up drills, management of track and field meets will be covered. Physical education majors will focus on teaching, officiating and assessment.

PE 187
BASKETBALL
Undergraduate
(2 credits) This class introduces and reviews the fundamentals of basketball. It covers basic skills and knowledge of game play, court positions, rules, and drills carried out in practice situations. Physical education majors will focus on teaching, officiating and assessment.

PE 206
PERSONAL AND COMMUNITY HEALTH
Undergraduate
This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational and spiritual dimensions of health/wellness.

PE 213
FOLK-SOCIAL DANCE
Undergraduate
(2 credits) Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography.

PE 273
HEALTH AND NUTRITION
Undergraduate
This course will provide students with an introductory background in nutrition throughout the life span. The study of foods and their effects upon health, development and performance of the individual will be emphasized. Software analysis of dietary intakes will facilitate an individual reflective approach to an application of the content.
PE 276
TENNIS
Undergraduate
(2 credits) Instruction and practice on basic patterns of movement of tennis skills. Knowledge of rules, etiquette, playing instructions and teaching methods for application of skills stressed.

PE 277
GOLF
Undergraduate
(2 credits) Basic patterns of movement for a controlled golf swing with woods and irons; chipping, pitching and putting skills. Golf course rules and playing instructions. Teaching methods for application of skills stressed.

PE 302
FIRST AID: RESPONDING TO EMERGENCIES
Undergraduate
(2 credits) This course is designed to provide instruction, demonstration, and practice in application of basic emergency first aid skills. Students will learn to recognize the signs and symptoms of specific life threatening injuries and how to properly care for these injuries as citizen responders. Students will also have the opportunity to achieve Heartsaver CPR, AED, and First Aid Certification by the American Heart Association.

PE 303
ATHLETIC INJURIES
Undergraduate
Principles and techniques of prevention, recognition, treatment, care including adhesive strapping and wrapping and rehabilitation of common athletic injuries. Attention given to role of coach-trainer for emergency field procedures

PE 304
THE SCHOOL HEALTH PROGRAM
Undergraduate
This course is designed to cover the scope of health services that could be provided through a comprehensive school health program. The school environment, community involvement, and legal/ethical considerations will be emphasized.

PE 317
PHYSICAL EDUCATION AND CLASSROOM MANAGEMENT IN THE ELEMENTARY SCHOOL
Undergraduate
The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, and classroom management will be focused as students engage in 15-20 hours of supervised field experience teaching WHOLE classes of children in local schools. (PREREQUISITE(S): Junior status and 25 hours of Clinical Experience).

A Physical Education major in Advanced Standing is a prerequisite for this class.

PE 341
HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION
Undergraduate
This course will review the history of sport, fitness and physical education; the impact that events have had on their development; and how physical education, fitness and the use of sport is influenced by society. Emphasis will be placed on philosophical perspectives and ethical values of this profession, both for the educator and the sport & fitness management employee. Content is devoted to the study and understanding of sport and physical activity within numerous cultures throughout history to support diversity and help students consider the multiple perspectives expressed through the incorporation of sport and physical activity.

PE 346
ORGANIZATION/ADMINISTRATION OF PHYSICAL EDUCATION, SPORTS & FITNESS PROGRAMS
Undergraduate
Organization and Administration of Physical Education, Sports, and Fitness Programs. Emphasis is placed on understanding the management process: functions, application to various settings, program development, budget, facilities, marketing/promotion, and risk management.

Advanced Teacher Candidate Standing is a prerequisite for this class.
PE 351  
KINESIOLOGY  
Undergraduate  
Movements of the human body. Application is made to teaching of fundamental and specialized motor skills. Development and maintenance of the human structure through intelligent selection of activities and efficient use. Lecture is supplemented with in class laboratory activities. (PREREQUISITE(S): BIO 201 and BIO 202).

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 352  
PHYSIOLOGY OF EXERCISE  
Undergraduate  
Effects of muscular activity on the systems of the body. Nature of neuro-muscular activity, circulatory and respiratory adjustments during exercise, metabolic and environmental aspects of exercise, fatigue and training fitness. Lecture is supplemented with in class laboratory activities. (PREREQUISITE(S): BIO 201 and BIO 202).

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 360  
EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING  
Undergraduate  
This course presents those principles of educational psychology specifically related to the psychomotor learning domain, the selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process. Specifically, measures of central tendency, variability and correlation statistics; and standard tests of health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be included in this course.

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 362  
FITNESS TESTING, ASSESSMENT AND PRESCRIPTION  
Undergraduate  
This course is designed to provide theoretical knowledge of and select practical skills in fitness assessment, exercise program design, and client instruction in preparation for a national certification exam in personal training. Topics include guidelines for instructing safe, effective, and purposeful exercise, essentials of the client-trainer relationship, conducting health and fitness assessments, and designing and implementing appropriate exercise programming.

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 372  
METHODS AND MATERIALS FOR PHYSICAL EDUC CURRICULUM/INSTRUCTION-SECONDARY SCHL  
Undergraduate  
This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans in a secondary school setting. Students will engage in 20-24 hours of field work to observe and participate in whole class instruction, in an attempt to integrate theoretical classroom content with on-site experiences.

Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 374  
ADAPTED PHYSICAL EDUCATION  
Undergraduate  
Diversified program of development activities, games, sports and rhythms suited to the interests, capacities, and limitations of students with disabilities who may not be able to participate in the general physical education program. PREREQUISITE(S): BIO 201 and BIO 202 or consent of instructor.

Advanced Teacher Candidate Standing is a prerequisite for this class.
PE 378
PHYSICAL EDUCATION STUDENT TEACHING IN ELEMENTARY EDUCATION
Undergraduate
(6 or 12 credits) Five school days a week of supervised teaching in a cooperating elementary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. PREREQUISITE(S): Application and approval required. Open to only DePaul students.

PE 379
PHYSICAL EDUCATION STUDENT TEACHING IN SECONDARY EDUCATION
Undergraduate
(6 or 12 credits) Five school days a week of supervised teaching in a cooperating secondary school for half an academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. PREREQUISITE(S): Application and approval required. Open only to DePaul students.

PE 380
INTERNSHIP IN FITNESS MANAGEMENT
Undergraduate
(12 credits) Four hundred hours of supervised training in a health setting will be completed through this course. Students will receive practical experience in fitness testing, individual and group training, class instruction, program planning, and other facets of fitness management programming. Special interests of students will be addressed based on the internship site. (PREREQUISITE(S): Open only to students who have applied and been accepted by the fitness management program advisor, and have completed all coursework).

PE 384
PHYSICAL EDUCATION CAPSTONE
Undergraduate
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective physical education teachers with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific to early childhood education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program.

PE 390
PSYCHO-SOCIAL ASPECTS OF EXERCISE AND SPORT
Undergraduate
Psycho-Social Aspects of Exercise and Sport. Principles of human behavior, psychology, sociology, and motivational theory are covered as they relate to exercise fitness and sport. Students are introduced to personality factors, leadership skills, psychological skills training, and group dynamics which play important roles in the psychological development of individuals involved in exercise and sport programs. Advanced Teacher Candidate Standing is a prerequisite for this class.

PE 391
THEORY AND TECHNIQUES OF COACHING
Undergraduate
This course is designed to introduce areas from which basic coaching theories and techniques of various sports can be developed, to expose students to situations which place the coach in a decision making position and encourage students to examine practical problems which will influence the quality of an athletic program.

PE 392
ADVANCED ATHLETIC TRAINING TECHNIQUES
Undergraduate
This is an advanced course dealing with the principles and techniques of prevention, recognition, and treatment of athletic injuries. (PREREQUISITE: PE 303).
PE 393
THERAPEUTIC MODALITIES AND EXERCISE
Undergraduate
(4 credits) An introduction to principles and protocols for the care of athletic injuries and for the use of exercise in rehabilitation. After the modalities and exercise regimes used in the treatment of athletic injuries are discussed and demonstrated, students will be expected to demonstrate their proper use. (PREREQUISITE(S): PE 392 or permission of the instructor).

PE 394
SPORT AND EXERCISE NUTRITION
Undergraduate
This course will provide the student with advanced knowledge of all areas of nutrition as they relate to the different types of exercise and sports. Prior basic nutritional knowledge is required for successful completion of this course. Topics will include but not limited to substrate utilization during different types of metabolic processes, hyper-hydration and nutrients loading prior to activity, nutrient maintenance during various types of exercise, recovery nutrition, nutrition planning for weight management, sport specific nutrition and consumer issues related to sport supplementation.

PE 399
INDEPENDENT STUDY IN PHYSICAL EDUCATION
Undergraduate
(1 or 4 credits) PREREQUISITE(S): Permission of Department Chair and Associate Dean.

PE 450
PSYCHOLOGY OF SPORT BEHAVIOR AND ATHLETIC PERFORMANCE
Graduate
A study of the philosophical and psychological concepts pertaining to sports, in general, and competitive athletic programs specifically. The course will be conducted in a seminar style, analyzing the various coaching and administrative techniques in sports programs. Emphasis will be given to intercollegiate sports. Elementary, secondary and professional sports programs will be included.

PE 451
CURRENT ISSUES AND TRENDS IN ATHLETICS AND PHYSICAL EDUCATION
Graduate
An analysis of the current issues, trends and changes in competitive athletic programs and physical education programs. Major consideration will be given to problems relating to development of goals and objectives, preparation of program budgets, financial considerations, media input, and legal ramifications of the various programs.

PE 452
EXERCISE SCIENCE AND SPORT
Graduate
A study of the advanced concepts and theory pertaining to analysis of human movement. Application will be made for the teaching of fundamental motor skills as well as the specialized analysis made by the coach. Discussion of the various techniques, sophisticated equipment, and empirical evidence will support the conclusions determined in the seminar. The course will be designed for professional physical educators and individuals involved in the coaching profession.

PE 453
ADVANCED HEALTH CONCEPTS
Graduate
This course will present advanced concepts in health for the individual interested in Health Education or the Allied Health Professions. Emphasis will be placed on instructional methodology, curriculum planning, and educational evaluation in the health profession.

PE 454
ADVANCED CARE OF THE ATHLETE
Graduate
This course is designed to expand the student's knowledge of athletic injuries, incorporating hands-on experience. Topics will include current issues in anatomy and physiology; athletic first aid and emergency situations; standard procedure for diagnosis and treatment; conditioning, prehabilitation and rehabilitation; heat stress injuries; nutrition and eating disorders; taping, wrapping and bracing; and other related topics in sports medicine.
PE 455
INTERNSHIP IN PHYSICAL EDUCATION
Graduate
This internship is designed to enrich student understanding of organizational and administrative principles through practical opportunities working with experienced professionals in the field of Sport and Physical Education.

PE 457
ADVANCED COACHING THEORIES & TECHNIQUES
Graduate
This course is designed to cover a review of basic coaching theories and techniques of various sports and then cover advanced theories and application of these theories. The goal of the course is to expose students to situations that will place the coach in a decision making position and encourage students to examine practical problems that will influence the quality of an athletic program. (Crosslisted with PE 391)

PHL 100
PHILOSOPHY AND ITS ISSUES
Undergraduate
An introduction to basic philosophical concepts, methods, and problems.

PHL 200
ETHICAL THEORIES
Undergraduate
Selected readings to acquaint students with different approaches to ethics.

PHL 202
PHILOSOPHY OF GOD
Undergraduate
An investigation of the ways in which philosophers have talked about, and argued for or against, God.

PHL 204
PHILOSOPHY AND EXISTENTIAL THEMES
Undergraduate
A study of the principal ideas regarding the human condition developed in existential literature: death, absurdity, alienation, freedom, God, authenticity.

PHL 206
TOPICS AND CONTROVERSIES
Undergraduate
A study of selected topics and controversies.

PHL 208
VALUES AND PERSONS
Undergraduate
A study of the connections between different conceptions of selfhood and different ethical, political and aesthetic values.

PHL 229
BIOMEDICAL ETHICS (CROSS-LISTED AS REL 229)
Undergraduate
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspective of Religious Studies and Philosophy.

PHL 230
CONTEMPORARY TOPICS IN ETHICS
Undergraduate
This course will examine a range of ethical issues of contemporary concern, such as abortion, euthanasia, and capital punishment.
PHL 231
PHILOSOPHY AND THE QUESTION OF RACE
Undergraduate
A philosophical inquiry into such issues as racism, anti-Semitism, genocide.

PHL 232
WHAT IS FREEDOM?
Undergraduate
This course will investigate various conceptions of freedom, and will consider in particular the difference between freedom and "doing or saying whatever you wish."

PHL 233
ISSUES IN SEX AND GENDER
Undergraduate
A philosophical investigation into the nature of sex and gender and the role they play in defining human identity.

PHL 234
PHILOSOPHY AND MODERN SOCIETY
Undergraduate
This course will consider such issues as the relation between society and the state, the connections between work, leisure and poverty, and the social effects of prejudice and resentment.

PHL 235
PHILOSOPHY AND THE ENVIRONMENT
Undergraduate
A philosophical study of our environment, the nature of nature, the ecosystem, and the planet.

PHL 236
PHILOSOPHY AND THE CITY
Undergraduate
This course examines the meaning of the city for philosophy and the meaning of urbanization for the formation of values.

PHL 237
PHILOSOPHY, CONFLICT AND PEACE
Undergraduate
A philosophical reflection upon the causes of war and the possibilities for peace.

PHL 238
PHILOSOPHY AND WOMEN
Undergraduate
An examination of the unique contribution which women have made, and can make, to philosophy and the study of values.

PHL 239
PHILOSOPHIES OF AFRICA
Undergraduate
Philosophies Of Africa

PHL 240
LOVE, HATRED AND RESENTMENT
Undergraduate
A phenomenological inquiry into these three powerful emotional states.
PHL 241
ETHICS AND PUBLIC POLICY
Undergraduate
A study of the ways in which ethics can assist us in thinking about matters of public policy.

PHL 242
PHILOSOPHY AND TECHNOLOGY
Undergraduate
Philosophy And Technology

PHL 243
PHILOSOPHY AND FILM
Undergraduate
A study of philosophical themes that arise in films.

PHL 244
PHILOSOPHICAL THEOLOGY (CROSS-LISTED AS CTH 242)
Undergraduate
An introduction to the interactions of philosophy and Christian theology.

PHL 245
REASON AND SOCIETY
Undergraduate
A study not aimed at the production of particular skills but at understanding of the proper role of reason in social institutions and the formation of public opinion.

PHL 246
SURVEY OF BLACK AESTHETIC THOUGHT (CROSS-LISTED WITH ABD 234)
Undergraduate
This course examines the history of the aesthetic thought that has emerged from the minds of Black creative intellectuals in the United States and globally.

PHL 248
BUSINESS ETHICS (CROSS-LISTED WITH MGT 248)
Undergraduate
An examination of various ethical and moral issues arising in contemporary business and its activities which affect our society and the world.

PHL 250
PHILOSOPHY AND SOCIAL CHANGE
Undergraduate
Junior Year Experiential Learning

PHL 261
GENDER AND VALUES
Undergraduate
An investigation of the philosophical and experiential sides of gender and the values implicit in these.

PHL 262
BLACK FEMINIST THEORIES
Undergraduate
A study of the issues raised by black feminist and womanist writers both in the United States and globally.
PHL 263
PHILOSOPHY AND WOMEN OF COLOR
Undergraduate
An examination of the philosophical work of women of color, from a variety of ethnic, national, and global contexts.

PHL 264
PHILOSOPHY AND POSTCOLONIALITY
Undergraduate
An investigation of the central issues in the work that protests the colonial conditions in the United States and globally.

PHL 280
CRITICAL THINKING
Undergraduate
A study of argumentation as it occurs in everyday life, the media, etc.

PHL 281
BASIC LOGIC
Undergraduate
A study of fundamental logical concepts and techniques, methods of argument, and ways of detecting fallacies.

PHL 282
SYMBOLIC LOGIC I
Undergraduate
Symbolic Logic

PHL 283
SYMBOLIC LOGIC II
Undergraduate
A study of the methods and techniques of formulating and evaluating arguments with the help of symbolic notation.

PHL 287
INTRODUCTION TO ASIAN PHILOSOPHIES
Undergraduate
An introduction to Asian Philosophy, examining some of the central philosophical issues and movements in Asian thought, such as Hinduism, Buddhism, Confucianism, and Daoism.

PHL 290
PHILOSOPHIES OF GENDER
Undergraduate
A philosophical investigation into the concepts of sex and gender as categories of identity and their relation to philosophical knowledge.

PHL 291
MORAL PHILOSOPHY
Undergraduate
A philosophical investigation of ethical issues and theories.

PHL 100 is a prerequisite for this course.
PHL 292
PROSEMINAR IN PHILOSOPHICAL WRITING
Undergraduate
Proseminar in philosophical writing.

PHL 100 is a prerequisite for this course.

PHL 293
ANCIENT PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from ancient Greece.

PHL 100 is a prerequisite for this course.

PHL 294
MEDIEVAL PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from the Medieval period.

PHL 100 is a prerequisite for this course.

PHL 295
EARLY MODERN PHILOSOPHY
Undergraduate
A study of some of the main philosophers and philosophical movements from the 17th and 18th centuries.

PHL 100 is a prerequisite for this course.

PHL 296
KANT & 19TH CENTURY PHILOSOPHY [FORMERLY PHL 313]
Undergraduate
A study of Kant and some of the most influential thinkers of the 19th century.

PHL 100 is a prerequisite for this course.

PHL 297
20TH CENTURY PHILOSOPHY
Undergraduate
A study of selected thinkers and issues from the 20th century.

PHL 100 is a prerequisite for this course.

PHL 314
SURVEY OF ETHICS
Undergraduate
An intensive study of the broad range of the history of and approaches to ethics.

PHL 100 is a prerequisite for this course.

PHL 315
SURVEY OF POLITICAL PHILOSOPHY
Undergraduate
An intensive study of the broad range of the history of and approaches to political philosophy.

PHL 100 is a prerequisite for this course.
PHL 320
METAPHYSICS
Undergraduate
A critical examination of selected metaphysical systems and issues.

PHL 100 is a prerequisite for this course.

PHL 321
EPISTEMOLOGY
Undergraduate
An investigation of some of the central issues in the philosophy of knowledge, including the nature of knowledge, truth and certainty.

PHL 100 is a prerequisite for this course.

PHL 322
PHILOSOPHY OF LANGUAGE
Undergraduate
An investigation into the nature of language and its significance for philosophical inquiry.

PHL 100 is a prerequisite for this course.

PHL 325
BASIC CONCEPTS OF PHENOMENOLOGY
Undergraduate
This course emphasizes the principal themes of such thinkers as Husserl, Merleau-Ponty and Heidegger.

PHL 100 is a prerequisite for this course.

PHL 327
TOPICS IN ETHICS
Undergraduate
A focused discussion of specific issues in moral and ethical philosophy.

PHL 100 is a prerequisite for this course.

PHL 328
TOPICS IN ECONOMIC, SOCIAL AND POLITICAL PHILOSOPHY
Undergraduate
A focused discussion of specific issues in economic, social and political philosophy.

PHL 100 is a prerequisite for this course.

PHL 330
JUNIOR HONORS OPTION
Undergraduate
Junior Honors Option

PHL 340
PHILOSOPHY OF RELIGION
Undergraduate
A study into the significance of religious phenomena for philosophy.

PHL 100 is a prerequisite for this course.
PHL 341
AESTHETICS
Undergraduate
A study of the relationship of philosophy and the arts, with a critical appraisal of theories of beauty.

PHL 100 is a prerequisite for this course.

PHL 342
PHILOSOPHY OF LAW
Undergraduate
An examination of fundamental legal concepts, and particularly of the concept of law itself.

PHL 100 is a prerequisite for this course.

PHL 343
PHILOSOPHIES OF PUNISHMENT
Undergraduate
An examination of theories of punishment, particularly the two dominant western concepts of retributive and rehabilitative.

PHL 100 is a prerequisite for this course.

PHL 350
PHILOSOPHY AND THE NATURAL SCIENCES
Undergraduate
Philosophy And The Natural Sciences

PHL 353
PHILOSOPHY AND HISTORY (CROSS-LISTED AS HST 261)
Undergraduate
A study of some of the most significant theories of history.

PHL 100 is a prerequisite for this course.

PHL 354
PHILOSOPHY AND PSYCHOLOGY
Undergraduate
A philosophical inquiry into the nature and history of psychology, psychoanalysis, and psychotherapy.

PHL 100 is a prerequisite for this course.

PHL 355
THEORIES OF INTERPRETATION (CROSS-LISTED AS CTH 336)
Undergraduate
Philosophical hermeneutics and Biblical interpretation.

PHL 100 is a prerequisite for this course.

PHL 356
TOPICS IN POSTMODERNISM
Undergraduate
A philosophical study of selected themes concerning the condition of, and works about, postmodernity.

PHL 100 is a prerequisite for this course.
PHL 357
TOPICS IN PSYCHOANALYSIS
Undergraduate
Selected philosophical issues in psychoanalysis, for example, from early writers like Janet through contemporary theorists such as Irigaray.

PHL 100 is a prerequisite for this course.

PHL 360
GREEK PHILOSOPHY
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 361
PLATO
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 362
ARISTOTLE
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 363
MEDIEVAL AND RENAISSANCE PHILOSOPHY
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 364
17TH AND 18TH CENTURY RATIONALISM
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 365
17TH AND 18TH CENTURY EMPIRICISM
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 366
DESCARTES
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 367
THE ENLIGHTENMENT
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 368
GERMAN IDEALISM
Undergraduate
German Idealism
PHL 369
KANT
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 370
HEGEL
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 371
19TH CENTURY PHILOSOPHY
Undergraduate
19Th Century Philosophy

PHL 372
MARX
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 373
NIETZSCHE
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 375
PHENOMENOLOGY AND EXISTENTIALISM
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 376
AMERICAN PHILOSOPHY
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 377
PHILOSOPHY AND DECONSTRUCTION
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 378
ANALYTIC PHILOSOPHY
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 379
EASTERN THOUGHT
Undergraduate
Eastern Thought
PHL 380
SELECTED FIGURES AND TEXTS
Undergraduate
PHL 100 is a prerequisite for this course.

PHL 381
DRAMATIC THEORY: TRAGEDY (CROSS-LISTED AS THE 224)
Undergraduate
A study of some of the main philosophical theories of tragedy together with readings of some of the most important ancient and modern tragedies.
PHL 100 is a prerequisite for this course.

PHL 382
DRAMATIC THEORY: COMEDY (CROSS-LISTED AS THE 225)
Undergraduate
A study of some of the main philosophical theories of comedy together with readings of some of the most important ancient and modern comedies.
PHL 100 is a prerequisite for this course.

PHL 383
PHILOSOPHICAL THEMES IN LITERATURE
Undergraduate
An investigation of philosophical topics as they appear in fiction, drama, and poetry.
PHL 100 is a prerequisite for this course.

PHL 384
FEMINIST ETHICS
Undergraduate
A study and critique of various feminist theories of ethics.
PHL 100 is a prerequisite for this course.

PHL 385
FEMINIST PHILOSOPHIES
Undergraduate
A study and critique of issues related to women and of their philosophical presuppositions and consequences.
PHL 100 is a prerequisite for this course.

PHL 386
PHILOSOPHIES OF AFRICA
Undergraduate
A study of patterns of philosophical thinking from the African continent.
PHL 100 is a prerequisite for this course.

PHL 387
TOPICS IN ASIAN PHILOSOPHY
Undergraduate
Focuses on a particular issue, figure, or period in Asian philosophy. Topics will vary according to instructor.
**PHL 388**  
**TOPICS IN COMPARATIVE PHILOSOPHY**  
Undergraduate  
Draws on philosophies from different cultures to explore philosophical issues from a comparative perspective. Topics and areas will vary according to instructor.

**PHL 389**  
**LATIN AMERICAN PHILOSOPHY**  
Undergraduate  
What does it mean to speak of Latin American philosophy? What is the difference between merely doing philosophy in Latin America and doing Latin American philosophy? These are issues that some thinkers in Latin America grapple with. This course will explore the history and nature of Latin American philosophy. Moreover, we shall examine some of the reasons why, in sharp contrast to the European and Anglo-American philosophical traditions, questions of the very existence of an autochthonous Latin American philosophical tradition are heatedly debated both in Latin America and beyond.

**PHL 390**  
**SELECTED TOPICS AND CONTROVERSIES**  
Undergraduate  
SELECTED TOPICS AND CONTROVERSIES

**PHL 391**  
**SENIOR CAPSTONE SEMINAR**  
Undergraduate  
A capstone seminar on selected topics in philosophy, that integrates the goals of the liberal studies program.

**PHL 392**  
**TOPICS IN FEMINIST PHILOSOPHY**  
Undergraduate  
Selected issues or approaches within feminist work, such as feminist metaphysics, feminist peace theory, particular feminist figures, and the like.

PHL 100 is a prerequisite for this course.

**PHL 393**  
**TOPICS IN CRITICAL RACE THEORY**  
Undergraduate  
A study of the intersection of issues from critical race theory and feminist/gender studies.

PHL 100 is a prerequisite for this course.

**PHL 394**  
**TOPICS IN POSTCOLONIALISM**  
Undergraduate  
Selected philosophical issues in postcolonial writings, such as notions of identity and place, key figures, representation and film, and the like.

PHL 100 is a prerequisite for this course.

**PHL 395**  
**SENIOR THESIS**  
Undergraduate  
An opportunity for intensive independent work, open to philosophy majors of outstanding achievement. By petition only. Contact the department office for further information. Philosophy 395 is not applicable to major field requirements, though it may be used as an open elective. Permission required.
PHL 396
**INDIAN PHILOSOPHY**
Undergraduate
An investigation into various philosophies as they originated in India, for instance, Hinduism substance metaphysics, Buddhist process metaphysics, Charvakan materialism.

PHL 100 is a prerequisite for this course.

PHL 398
**TRAVEL/ STUDY**
Undergraduate
By arrangement with sponsoring faculty, foreign and domestic travel or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PHL 399
**INDEPENDENT STUDY**
Undergraduate
Independent Study

PHL 100 is a prerequisite for this course.

PHL 400
**SPECIAL TOPICS IN TRADITIONAL PHILOSOPHERS**
Graduate
Special Topics In Traditional Philosophers

PHL 410
**PLATO I**
Graduate
A study of Plato's life and early dialogues.

PHL 411
**PLATO II**
Graduate
A study of the middle and later dialogues.

PHL 415
**ARISTOTLE I**
Graduate
A study of Aristotle's life and selected topics of his theoretical philosophy: organon, physics, psychology, and metaphysics.

PHL 416
**ARISTOTLE II**
Graduate
A study of aspects of Aristotle's practical and productive philosophy: ethics, politics, rhetoric, and poetics.

PHL 420
**AUGUSTINE**
Graduate
A study of Augustine's philosophy through an examination of some of his major writings.

PHL 425
**AQUINAS**
Graduate
A study of his philosophy, especially its relations to theology, through an examination of selected major works.
An examination of Hobbes' role as the father of modern political philosophy: a study of the Leviathan and the Elements of Law.

An examination of Descartes' role as the father of modern philosophy; issues of the Regulae, the Discours, and the Meditations.

A study of the major theoretical works.

A study of the major philosophical works.

A study of the Ethics and/or the Theologico-Political Treatise.

A study of the major theoretical works.

An examination of contemporary problems in the area of medical legal ethics.

An examination of Hume's place in classical British empiricism; a study of A Treatise of Human Nature.
PHL 452
CONTEMPORARY AMERICAN PHILOSOPHY
Graduate
None

PHL 470
PHILOSOPHY OF WITTGENSTEIN
Graduate
PHL 495
ADVANCED SYMBOLIC LOGIC
Graduate
None

PHL 500
SPECIAL TOPICS IN THE HISTORY OF PHILOSOPHY
Graduate
None

PHL 510
KANT I
Graduate
An introduction to the critical philosophy of Kant by concentrating on the Critique of Pure Reason.

PHL 511
KANT II
Graduate
A study of the Critique of Practical Reason or the Critique of Judgment.

PHL 512
KANT III
Graduate
Kant III: Kant's Political Writings

PHL 513
THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS I
Graduate
A comparative overview of the ethical writings of Aristotle and Aquinas, with emphasis on the natural law tradition.

PHL 514
THEORETICAL FOUNDATIONS OF NORMATIVE ETHICS II
Graduate
A comparative overview of Kant's moral theory and Mill's moral theory.

PHL 515
HEGEL I
Graduate
An Introduction to Hegel: The Phenomenology of Spirit.

PHL 516
HEGEL II
Graduate
Readings in the Science of Logic or the Philosophy of Right.
PHL 517
HOLDERLIN
Graduate
An examination of the major theoretical writings, ca. 1797-1804.

PHL 518
SCHELING
Graduate
An examination of the treatise on human freedom (1809).

PHL 520
MARX I
Graduate
An introduction to Marx through a study of selected topics and works.

PHL 521
MARX II
Graduate
A study of selected topics and works from both Marx/Engels and their disciples.

PHL 522
SOCIAL AND POLITICAL PHILOSOPHY
Graduate
None

PHL 525
NIETZSCHE
Graduate
An introduction to the philosophy of Nietzsche through Beyond Good and Evil, Thus Spake Zarathustra and selected topics and works.

PHL 527
PHILOSOPHY, ETHICS, AND ECONOMICS
Graduate
An examination of classical and contemporary theories from Smith and Marx to Friedman, Held and others.

PHL 535
HUSSERL I
Graduate
An introduction to Husserl through a study of selected topics and works.

PHL 536
HUSSERL II
Graduate
Selected topics and works.

PHL 540
SCHELER I
Graduate
An introduction to Scheler, with emphasis on the phenomenology of value.
PHL 541
SCHELER II
Graduate
Selected topics and works (Resentment, etc.).

PHL 550
HEIDEGGER I
Graduate
An introduction to Heidegger through study of a major work and one of the Marburg lectures.

PHL 551
HEIDEGGER II
Graduate
Selected topics and questions.

PHL 552
HEIDEGGER III
Graduate
Heidegger III

PHL 557
TOPICS IN CONTINENTAL PHILOSOPHY
Graduate
None

PHL 559
FOUCAULT
Graduate
An introduction to Foucault through a study of selected topics and works.

PHL 560
THE PHILOSOPHY OF GABRIEL MARCEL
Graduate
The Philosophy Of Gabriel Marcel

PHL 561
LYOTARD
Graduate
An introduction to Lyotard through a study of selected topics and works.

PHL 565
MERLEAU-PONTY I
Graduate
A study of The Phenomenology of Perception with consideration given to Merleau-Ponty's place in contemporary philosophy.

PHL 566
MERLEAU-PONTY II
Graduate
A study of the themes of his social philosophy and final ontology.
PHL 570
SARTRE I
Graduate
A study of Being and Nothingness with attention given to Sartre's early phenomenological studies as background and to some of his literary works and criticism, such as Nausea and Saint-Genet.

PHL 571
SARTRE II
Graduate
The social thought of Jean-Paul Sartre. A study of A Critique of Dialectic Reason along with appropriate literary works and more recent political writings.

PHL 575
RESPONSES TO SADE
Graduate
An examination of Sade's writings and responses by such thinkers as de Beauvoir, Lacan, Deleuze, Klossowski, and Blanchot.

PHL 577
DERRIDA I
Graduate
An introduction to Derrida through a study of selected topics and works.

PHL 578
DERRIDA II
Graduate
Selected topics and questions.

PHL 584
RICOEUR NARRATIVE
Graduate
Ricoeur Narrative

PHL 585
RICOEUR
Graduate
A study of Ricoeur's philosophy and phenomenology of the will with stress on its background and its place in contemporary French phenomenology.

PHL 586
METAPHOR AND POETIC LANGUAGE
Graduate
An examination of Ricoeur's work in poetics.

PHL 587
READING LEVINAS I
Graduate
Reading Levinas I

PHL 588
READING LEVINAS II
Graduate
Reading Levinas II
PHL 589
PHILOSOPHY, LITERATURE, COMMUNITY
Graduate
Discussion of such thinkers as Bataille, Derrida, Jabes, and Nancy.

PHL 590
TRENDS IN CONTEMPORARY FRENCH PHILOSOPHY
Graduate
A look at the increasing importance of structuralism, deconstruction, philosophy of language, and hermeneutics in contemporary French thought.

PHL 591
CRITICAL RACE THEORY
Graduate
Critical Race Theory.

PHL 600
SEMINAR ON AMERICAN THOUGHT
Graduate
None

PHL 601
SEMINAR ON AESTHETICS
Graduate
SEMINAR ON AESTHETICS

PHL 629
SEMINAR ON CONTEMPORARY PROBLEMS
Graduate
None

PHL 639
SEMINAR ON RAWLS, NOZICK, AND THE CONTRACTUAL TRADITION
Graduate
A study of the contract model from its roots in Locke and Rousseau to the work of Rawls and Nozick.

PHL 640
PROBLEMS IN ETHICS (CROSS-LISTED AS GSB 640)
Graduate
A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 641
SEMINAR ON THE CONTINENTAL TRADITION IN ETHICS
Graduate
A comparative discussion of the ethical theories of Scheler, Hartmann, Brentano, Levinas, etc.

PHL 650
TOPICS IN RELIGIOUS ETHICS (CROSS-LISTED AS MLS 442 & GSB 650)
Graduate
A study of religious influences on theoretical and practical ethics.
PHL 651
TOPICS IN BUSINESS ETHICS
Graduate
A seminar in business ethics that centers on theoretical, practical, and pedagogical issues.

PHL 656
SEMINAR ON SOCIAL AND POLITICAL THOUGHT
Graduate
A study of selected writings of key social and political thinkers.

PHL 657
TOPICS IN SOCIAL AND POLITICAL THOUGHT
Graduate
Topics In Social And Political Thought

PHL 660
SEMINAR IN FEMINIST ETHICS (CROSS-LISTED AS MLS 477/ WMS 410)
Graduate
Examination of the care perspective as compared to the justice perspective on moral development.

PHL 661
TOPICS IN FEMINIST THEORY
Graduate
Includes such themes as feminist ontologies, theories of discourse and writing, science and technology, etc.

PHL 697
GRADUATE TEACHING PRACTICUM
Graduate
Examination of teaching method concepts.

PHL 698
MASTER’S THESIS RESEARCH
Graduate

PHL 699
DISSERTATION RESEARCH
Graduate

PHL 700
INDEPENDENT STUDY
Graduate
None

PHL 701
CANDIDACY CONTINUATION
Graduate
Students admitted to candidacy who have completed all Ph.D. course requirements and who are actively working on their dissertations during the quarter are to register by permission of the graduate director. Students are required to be registered for either PHL 701: Candidacy Continuation or PHL 799: Candidacy Maintenance each quarter of the academic year until the dissertation has been defended and the degree completed. The latter course, PHL 799, is to be used during quarters when the student is not actively doing dissertation work. Non-credit, $40.00 per quarter.
**PHL 799**  
**CANDIDACY MAINTENANCE**  
**Graduate**  
Ph.D. Candidates who are not actively working on their dissertations during a given quarter but who want to maintain active university status can register for this course by permission of the graduate director. Please note that this course does not maintain student status for purposes of student loans. Non-credit, $40.00 per quarter.

**PHY 104**  
**THE SUN & ITS PLANETS**  
**Undergraduate**  
Focuses on the development of our knowledge about the Solar System with an emphasis on the origin, structure and motion of the planets and the Sun. Topics include both historical astronomy and our current understanding based on information from spacecraft sent to other planets. Cannot receive credit for both PHY 104 and PHY 114. Lab fee.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

**PHY 110**  
**BASIC ELECTRONICS: PRINCIPLES & TECHNIQUES**  
**Undergraduate**  
Introduction to analog electronics that develops the basic principles needed to understand consumer electronics. Emphasis is given to audio applications, but the same basic principles are the foundation of modern computer technology. Lab Fee.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

**PHY 114**  
**EXPLORING OTHER WORLDS**  
**Undergraduate**  
Activity-based course that compares the local environment of Earth in the Solar System to worlds and environments elsewhere in the Universe. Cannot receive credit for both PHY 104 and PHY 114. Lab fee.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

**PHY 120**  
**HOW THINGS WORK**  
**Undergraduate**  
This course will develop an understanding of the physics of everyday objects and experiences such as bouncing balls, roller coasters, balloons, thermostats, violins, microwave ovens and sunglasses. The relevant physics concepts will be introduced through demonstrations and simple experiments.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

**PHY 150**  
**GENERAL PHYSICS I**  
**Undergraduate**  
Mechanics, vibrations and fluids. Laboratorv fee.

MAT 131 or above is a prerequisite for this class.

**PHY 151**  
**GENERAL PHYSICS II**  
**Undergraduate**  
Heat, thermodynamics, sound and light. Laboratory fee.

PHY 150 is a prerequisite for this class.
PHY 152
GENERAL PHYSICS III
Undergraduate
Electricity, magnetism and modern physics. Laboratory fee.
PHY 151 is a prerequisite for this class.

PHY 155
GENERAL PHYSICS
Undergraduate
Includes Physics 150 plus half of 151. Summer only. 6 hours. Laboratory fee.
MAT 131 or above is a prerequisite for this class.

PHY 156
GENERAL PHYSICS
Undergraduate
Includes half of Physics 151 plus 152. Summer only. 6 hours. Laboratory fee.
PHY 155 is a prerequisite for this course.

PHY 170
UNIVERSITY PHYSICS I
Undergraduate
Mechanics and fluids. Laboratory fee. Autumn. COREQUISITE(S): MAT 147 or MAT 160 or MAT 170.
MAT 147 or MAT 160 or MAT 170 is a corequisite for this class.

PHY 171
UNIVERSITY PHYSICS II
Undergraduate
Heat, sound and light. Laboratory fee. Winter COREQUISITE(S): MAT 161 or 171 or 148.
PHY 170 is a prerequisite for this course.

PHY 172
UNIVERSITY PHYSICS III
Undergraduate
Electricity and magnetism. Laboratory fee. Spring COREQUISITE(S):MAT 162 or 172 or 149.
PHY 171 is a prerequisite for this course.

PHY 190
MATLAB PROGRAMMING FOR SCIENTISTS AND MATHEMATICIANS
Undergraduate
Introduction to the Matlab Programming environment with an emphasis on applications of interest to science and mathematics students. Topics include basic operations, functions and scripts, arguments and scope, and graphics. Applications include curve fitting, visualization of data, root finding, and solving systems of equations.

PHY 200
LIGHT AND ATOMS
Undergraduate
A conceptual treatment of light and matter, which emphasizes the counter-intuitive behavior of atoms, electrons and photons. Topics covered include the electrical nature of matter, wave-particle duality, the uncertainty principle, and philosophical implications. Some applications to technology will also be discussed such as lasers, fiber optic communication, superconductivity, and magnetic storage of data. lab fee.
LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course,
PHY 204
FRONTIERS OF THE UNIVERSE
Undergraduate
Focuses on the tremendous increase in our understanding of the universe beyond the Solar System that has occurred in recent years. Topics include stellar evolution, the properties of stars, supernova explosions, black holes, galaxies, and the origin of the universe.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 205
EINSTEIN'S PECULIAR IDEAS
Undergraduate
A conceptual treatment of Einstein's groundbreaking ideas about space, time, and the nature of reality. Topics covered include special relativity, Einstein's contributions to quantum physics, including his criticisms of its orthodox interpretation, and some aspects of his theory of gravity. Aspects of Einstein's thoughts on social issues will also be briefly discussed.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 206
SOUND AND ACOUSTICS
Undergraduate
Sound waves, their production, transmission and detection; applications to music, acoustics and noise pollution. Lab fee.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 220
THE DYNAMIC OCEAN (CROSS-LISTED WITH GEO 220)
Undergraduate
Develops the concepts of physical oceanography. Topics include the chemical and physical properties of seawater, the dynamics of ocean currents and circulations, the physics of water waves and tides, the interaction of the ocean with the atmosphere, the formation of coastlines, and the effects of pollution on the ocean. Cross-listed with GEO 220.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 223
LIGHT, COLOR, AND PHOTOGRAPHY (CROSS-LISTED WITH ART 223)
Undergraduate

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 225
WEATHER AND CLIMATE [SI:QT] [PREREQ(S): LSP 120 OR HON 180] [CROSS-LISTED WITH GEO 225]
Undergraduate
Develops the physical concepts needed to understand the atmosphere, the oceans, and their interactions with the aim of building a conceptual model of weather and climate. Long-term climate variability and climate related environmental issues are also discussed. Cross-listed with GEO 225.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PHY 231
LINEAR ELECTRIC CIRCUITS
Undergraduate
Frequency response and feedback, operational amplifiers as linear amplifiers, active filters, oscillators, communication circuits and data conversion circuits. Lab fee

PHY 110 is a prerequisite for this course.
**PHY 232**
**INTRODUCTION TO DIGITAL ELECTRONICS**
Undergraduate

Principles of combinational logic circuits. Boolean algebra and Boolean function simplification. State diagrams and sequential logic circuits, and MSI devices. Digital circuit prototyping using SSI components. (lab fee)

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

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**PHY 236**
**THE SCIENCE OF DIGITAL AUDIO**
Undergraduate

Introduction to the physics and mathematics of digital audio, including the conversion of sound energy into electrical signals, the digitization of the signal, conversion of the signal to a standard format, storage of the signal on a hard disk or a CD, and manipulation of the digitized signal. Also includes a discussion of the ethics and legality of downloading digitized audio, in the context of intellectual property rights. This course assumes familiarity with trigonometric mathematical functions.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

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**PHY 270**
**UNIVERSITY PHYSICS IV**
Undergraduate

20th-century physics. Lab Fee Autumn

PHY 172 is a prerequisite for this course.

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**PHY 300**
**METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS I**
Undergraduate

Computational and theoretical methods in ordinary differential equations, complex numbers, systems of equations, phase plane analysis, bifurcations. Applications to damped, driven oscillators, electronics. Lab Fee Winter COREQUISITE(S): MAT 261.

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**PHY 301**
**METHODS OF COMPUTATIONAL AND THEORETICAL PHYSICS II**
Undergraduate

Fourier series, Fourier transforms, partial differential equations, Legendre polynomials, special functions. Applications to wave motion, electricity and magnetism, modern physics, optics. lab fee. Spring

PHY 300 is a prerequisite for this course.

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**PHY 310**
**MECHANICS I**
Undergraduate

One-, two-, and three-dimensional motion, conservative systems, Lagrangian and Hamiltonian mechanics, central-force problems.

PHY 300 is a prerequisite for this course.

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**PHY 311**
**MECHANICS II**
Undergraduate

Systems of particles, collisions and scattering, motion in rotating frames, rigid body motion.

PHY 310 is a prerequisite for this course.
PHY 315  
**CHAOS IN PHYSICAL SYSTEMS**  
*Undergraduate*  
Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibrium solutions, strange attractors, bifurcations, discrete dynamics, and applications to lasers, fluids, and other physical systems.

PHY 300 is a prerequisite for this course.

PHY 320  
**ELECTRICITY AND MAGNETISM I**  
*Undergraduate*  
Electrostatics, magnetostatics, and boundary-value problems.

PHY 301 is a prerequisite for this course.

PHY 321  
**ELECTRICITY AND MAGNETISM II**  
*Undergraduate*  
Time varying fields, electromagnetic waves, and radiation.

PHY 320 is a prerequisite for this course.

PHY 325  
**LASER PHYSICS (CROSS-LISTED AS PHY 425)**  
*Undergraduate*  
Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics.

PHY 300 is a prerequisite for this course.

PHY 330  
**SENIOR CAPSTONE PHYSICAL SCIENCE**  
*Undergraduate*  
Senior Capstone in the Physical Sciences. Topics in the physical sciences and their social, political, environmental and economic impact.

Student standing of at least junior level is a prerequisite for this course.

PHY 335  
**NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION**  
*Undergraduate*  
The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 340  
**THERMAL PHYSICS**  
*Undergraduate*  
Statistical interpretation of the laws of thermodynamics and physical applications.

PHY 301 is a prerequisite for this course.

PHY 342  
**COMPUTATIONAL PHYSICS**  
*Undergraduate*  
Computational solution and simulation of physical systems; applications chosen from nonlinear dynamics, optics, central-force motion, fluids, condensed matter.

PHY 301 is a prerequisite for this course.
Matrix methods for image formation, diffraction, interferometry, coherence, scattering, polarization, holography, Fourier transform spectroscopy. PHY 320 recommended.

Solution of Maxwell's equations for dielectric waveguides, optical communications, nonlinear effects in dielectric waveguides, and current research. PHY 321 recommended.

Introduction to quantum mechanics, including the solution of the Schrodinger equation in one and three dimensions for a variety of potentials. Applications to atomic systems and solids.

PHY 301 is a prerequisite for this course.

Applications of quantum mechanics, including time-independent and time-dependent perturbation theory, the variational principle, and an introduction to scattering theory.

PHY 360 is a prerequisite for this course.

Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 360 is a prerequisite for this course.

Radioactive decay processes, interactions of radiation with matter, general properties of radiation detectors, and applications to basic nuclear spectroscopy, health physics and medical physics. Cross-listed w/ PHY 466.

PHY 270 is a prerequisite for this course.

A laboratory course covering analysis and construction of analog and digital circuits used in experimental research. Lab fee

Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection. PHY 310 recommended.
PHY 378
TOPICS IN APPLIED PHYSICS
Undergraduate
Current topics in applied physics, as determined by the interests of the instructor and students.

PHY 301 is a prerequisite for this course.

PHY 380
EXPERIMENTAL PHYSICS I
Undergraduate
Experimental techniques in optics, atomic and nuclear physics. Approved for Experiential Learning Credit. Laboratory.

PHY 270 is a prerequisite for this course.

PHY 381
EXPERIMENTAL PHYSICS II
Undergraduate
Experimental techniques in solid-state and high-vacuum physics. Laboratory.

PHY 380 is a prerequisite for this course.

PHY 382
EXPERIMENTAL PHYSICS III
Undergraduate
Experimental Physics III (laboratory)

PHY 381 is a prerequisite for this course.

PHY 384
ADVANCED LABORATORY
Undergraduate
Variable credit Laboratory experience in techniques selected in consultation with instructor. Lab fee.

PHY 390
APPLIED COMPUTATIONAL PHYSICS LABORATORY
Undergraduate
Project-based computational laboratory of problems in modern applied physics. Numerical modeling of experiments, computer interfacing of experiments, computational techniques in data analysis.

PHY 301 is a prerequisite for this course.

PHY 391
ELECTRONIC PROPERTIES OF MATERIALS
Undergraduate
The free-electron gas model, energy band theory, theory of metals and alloys, transport phenomena, dia-and para-magnetism, ferromagnetism, and antiferromagnetism, superconductivity.

PHY 360 is a prerequisite for this course.

PHY 392
STRUCTURAL PROPERTIES OF MATERIALS
Undergraduate
Periodicity, symmetry and classification of crystal structure, X-ray diffraction, reciprocal lattice, crystal binding, Debye theory of heat capacity, anharmonic interactions, point defects, surfaces.

PHY 360 is a prerequisite for this course.
PHY 395
METHODS OF THEORETICAL PHYSICS
Undergraduate
Special functions, complex integration, calculus of variations, coordinate transformations.

PHY 301 is a prerequisite for this course.

PHY 398
READING AND RESEARCH
Undergraduate
Undergraduate research participation. Variable credit.

PHY 399
INDEPENDENT STUDY
Undergraduate
Independent Study. Variable credit.

PHY 400
CLASSICAL MECHANICS FOR TEACHERS
Graduate
Concepts and materials for teaching mechanics as part of high school physics. Only offered by arrangement.

PHY 401
ELECTRICITY AND MAGNETISM FOR TEACHERS
Graduate
The principles of electricity and magnetism, including electric circuits. This level is appropriate for regular and AP high school Physics teachers. Only offered by arrangement.

PHY 402
ATOMIC AND NUCLEAR PHYSICS FOR TEACHERS
Graduate
This course provides a broad perspective for teachers. It includes atomic, nuclear and some particle physics. Only offered by arrangement.

PHY 403
TOPICS IN PHYSICS TEACHING
Graduate
Selected topics for high school teachers. May be taken more than once. Only offered by arrangement.

PHY 404
OPTICS FOR TEACHERS
Graduate
Geometrical and physical optics from the perspective of high school teaching. Applications to photography and holography. Only offered by arrangement.

PHY 406
VIBRATIONS, WAVES AND SOUND FOR TEACHERS
Graduate
Techniques for teaching high school science including musical acoustics and sound reproduction. Only offered by arrangement.

PHY 410
CHAOS IN PHYSICAL SYSTEMS
Graduate
Motion in phase space, characteristics of chaotic systems, Lyapunov exponents, stability of equilibria, strange attractors, bifurcations, discrete dynamics, applications to lasers, fluids, and other physical systems.
PHY 411
ELECTRODYNAMICS I
Graduate
Electrostatics and magnetostatics in vacuum and in media; electromagnetic induction; Maxwell's equations; the Poynting vector; electromagnetic wave propagation.

PHY 412
QUANTUM MECHANICS I
Graduate
Schroedinger equation, operators, eigenvalues; series of eigenfunctions; physical interpretation; one- and three-dimensional applications.

PHY 420
ELECTRODYNAMICS II
Graduate
Further studies of electromagnetic wave propagation; scattering; dispersion; bounded structures and guided waves; electromagnetic radiation, including multipole radiations and radiation from systems of radiators.

PHY 411 is a prerequisite for this course.

PHY 425
LASER PHYSICS (CROSS-LISTED AS PHY 325)
Graduate
Interaction of radiation and matter, pumping mechanisms for lasers, optical resonators, cw and transient laser behavior, laser types, current topics in optical physics.

PHY 435
NON-EQUILIBRIUM PHYSICS AND SELF-ORGANIZATION
Graduate
The spontaneous formation of structure is one of the most interesting phenomenon in nature and arises in fields as diverse as physics, chemistry, biology, management, economics, and sociology. Many self-organizing systems show similarities in the way the structure arises, indicating that there are underlying general principles that govern these systems. This course will investigate these principles. PHY 340 or consent recommended.

PHY 440
CLASSICAL MECHANICS
Graduate
Variational principles; Lagrangian and Hamiltonian mechanics; small oscillations; canonical transformations; Hamilton-Jacobi theory.

PHY 442
COMPUTATIONAL PHYSICS
Graduate
Contemporary Topics in physics are examined via numerical solutions. Calculations using an interactive approach and graphical representation are used extensively.

PHY 445
STATISTICAL MECHANICS
Graduate
Principles of statistical mechanics; applications to weakly interacting systems such as the classical plasma and Fermi gas; strongly interacting systems; transport theory; fluctuations and irreversible processes, phase transitions.
PHY 450
PHASE TRANSITIONS & CRITICAL PHENOMENON
Graduate
Applications of equilibrium statistical mechanics to the study of phase transitions and critical phenomena. Topics include the Ising model of magnetism, critical phenomena in fluids, mean field theory, Landau-Ginzburg theory, and the renormalization group.

PHY 340 and PHY 445 are prerequisites for this course.

PHY 454
FOURIER OPTICS
Graduate
Fourier Optics and optical processing of information. Topics include diffraction theory, optical transfer functions and holography. The Fourier Transform and Fast Fourier Transform are used extensively.

PHY 456
FIBER OPTICS (CROSS-LISTED AS PHY 356)
Graduate
(Cross-listed as PHY 356) Solution of Maxwell's equations for dialectic wave guides, optical communications, nonlinear effect in dialectic wave guides, and current research.

PHY 460
QUANTUM MECHANICS II
Graduate
Review of basic quantum theory; vector spaces; linear operators; observables; commutators; projection operations; representations; angular momentum theory; systems of identical particles; invariance.

PHY 412 is a prerequisite for this course.

PHY 465
NUCLEAR PHYSICS
Graduate
Theoretical and phenomenological approaches to nuclear structure and strong, electromagnetic, and weak interactions of nuclei. Topics of study include the theory of scattering and decay of nuclei, resonances, nuclear models.

PHY 412 is a prerequisite for this course.

PHY 466
RADIATION PHYSICS (CROSS-LISTED WITH PHY 366)
Graduate
Interactions of X-rays, nuclear radiations, etc. with matter; radiation detectors; dosimetry; shielding; applications to medical physics. Cross-listed with PHY 366.

PHY 475
INTRODUCTION TO COSMOLOGY
Graduate
Provides a foundation to the core concepts of cosmology, with an emphasis on developing physical insight. Discusses recent major developments in cosmology, such as the cosmological constant and accelerating universe, and key future developments, including details of the cosmic microwave background and gravitational wave detection.

PHY 478
TOPICS IN APPLIED PHYSICS
Graduate
This course number is reserved for individual study at the graduate level. Special seminars organized from time to time to accommodate the needs of groups of students in specialized subjects of topical interest.
PHY 480
THESIS RESEARCH
Graduate
This course number designates research performed to gather thesis material. Up to two registrations are allowed. No less than four quarter hours; no more than eight quarter hours total credit.

PHY 490
STRUCTURAL PROPERTIES OF MATERIALS
Graduate
Periodicity, symmetry and classification of crystal structure; X-ray diffraction; reciprocal lattice; crystal binding. Debye theory of heat capacity; anharmonic interactions; point defects; surfaces.

PHY 491
ELECTRONIC PROPERTIES OF MATERIALS
Graduate
The free-electron gas model; energy band theory; theory of metals and alloys; transport phenomena; dia- and para-magnetism, ferromagnetism, and antiferromagnetism; superconductivity.

PHY 495
METHODS OF THEORETICAL PHYSICS (CROSS-LISTED WITH PHY 395)
Graduate
Special functions, complex integration, calculus of variations, coordinate transformations. Cross-listed with PHY 395.

PHY 701
CANDIDACY CONTINUATION
Graduate
Non-credit. Students who are not registered for regular courses will be permitted to register in this course only if they are actively working on their thesis. $40.00 per quarter.

PHY 702
CANDIDACY MAINTENANCE
Graduate
Placeholder course for students not actively working on their thesis. This course is meant only to maintain university student status, it will not give the student full- or part-time student status and will not permit deferment of student loans. Non-credit, fee per quarter.

PM 430
FUNDAMENTALS OF IT PROJECT MANAGEMENT
Graduate
This course concentrates on monitoring, managing and controlling assets and resources on a single IT project. Topics covered are risk management; procurement and contract management; time and cost estimating; controlling and tracking techniques; quality assurance; testing and audit. Students will use common project management software for resource allocation and balancing. NO PREREQUISITES.

PM 440
COLLABORATIVE TECHNOLOGIES FOR LEADING PROJECTS
Graduate
Study of the process of virtual teaming with emphasis on facilitation of different time project activities and facilitation of same time meetings. Students will learn how small group psychology and group communication theories inform specific behaviors in the design and leadership of meetings. Several meeting types including information briefing, focus group, document writing, decision making, requirements gathering, and teaching/training will be explored. In addition, the course surveys current collaboration technologies and discusses how to select among those technologies usability and fit to purpose of a meeting agenda. DL students may be required to schedule same time sessions with the instructor and other DL students; see current quarter syllabus for more information on this point. PREREQUISITE(S): NONE

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.
PM 535
INFORMATION TECHNOLOGY INVESTMENT FINANCIAL ANALYSIS
Graduate
This course focuses on the application of financial analysis and decision-making approaches to aid information technology investment decisions at the operational, project, tactical and strategic levels. Students will learn how to apply a variety of financial methods -- breakeven analysis, present value analysis, profitability index, and return on investment to various IT investment decisions. The course will also address cost benefit analysis, outsourcing, balanced scorecard, and multi-factor scoring, benchmarking, and IT investment portfolio methods. These techniques will prepare students to manage capital budgets, acquisition of system and application software, hardware, personnel, and professional services at project and system levels as well as enterprise investment portfolio. PREREQUISITE(S): IS 425 or SE 477 or IS 565 or ACCT 500 or IS 430 or PM 430 or ECT 455

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

PM 556
ENTERPRISE PROJECT MANAGEMENT
Graduate
This course covers how an enterprise coordinates and effectively manages all its IT projects and programs through program management and the IT program management office. Students will learn the role of the IT program management office in establishing and maintaining the project and program infrastructure and in assisting project managers, program managers, and the executive steering committee. Students will analyze the role of program management in coordinating the delivery of expected program benefits, in managing stakeholder expectations, and in establishing program governance. PREREQUISITE(S): (IS 430 or PM 430 or SE 477 or completion of foundation phase

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

PM 570
ENTERPRISE SYSTEM IMPLEMENTATION
Graduate
This course is targeted towards information systems professionals who are involved in the planning and implementation of large scale, cross-functional enterprise systems. Students will examine the characteristics of technology efforts that change and transform the way people perform their tasks and how the new technology structures the flows of information and decision making using workflow modeling methods. Through case studies and exercises students gain insights into the elements of successful implementations leading to the preparation of a change management plan. Emphasis is placed on developing mechanisms for communicating and training all affected agents. PREREQUISITE(S): IS 430 or PM 430 or SE 477 or completion of foundation or core phase

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

PM 577
IT PORTFOLIO MANAGEMENT AND STRATEGIES
Graduate
This capstone course integrates the skills and techniques learned in previous IT Project Management courses. Through in depth analysis of case studies and readings, along with presentations by outside speakers experienced in IT Portfolio Management and IT strategy, students use their skills from previous IT project management courses to solve IT strategic and IT portfolio problems. The course starts with formulating the IT strategy from the corporate strategy. Then the IT Portfolio of initiatives, projects and assets is build and fine tuned. PREREQUISITE(S) IS 556 or PM 556

CDM graduate students in the Pre-requisite Phase are restricted from registering for this class.

POL 101
BASIC POLISH I
Undergraduate
Listening to, speaking, reading and writing Polish in a cultural context for the beginning student. (Offered on a demand basis only.)

POL 102
BASIC POLISH II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)
POL 103
BASIC POLISH III
Undergraduate
Further work on the basic elements of the Polish language, spoken as well as written, with due regard to the cultural context of Polish expression. (Offered on a demand basis only.)

POL 104
INTERMEDIATE POLISH I
Undergraduate
Intensive practice in the use of Polish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POL 105
INTERMEDIATE POLISH II
Undergraduate
Continuing practice in spoken and written Polish and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POL 106
INTERMEDIATE POLISH III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Polish with a concomitant heightened awareness of the cultural dimensions of the Polish language. (Offered on a demand basis only.)

POL 110
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS I
Undergraduate
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 111
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS II
Undergraduate
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 112
INTERMEDIATE POLISH FOR HERITAGE SPEAKERS III
Undergraduate
Introduction to grammar and written composition for heritage speakers of Polish with little or no formal language training. For students who already speak Polish in their families or communities. (Offered on a demand basis only.)

POL 197
SPECIAL TOPICS IN POLISH
Undergraduate
See schedule for current offerings. (Offered on a demand basis only.)

POL 198
STUDY ABROAD
Undergraduate
Variable credit.
POL 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

POL 205
POLISH FOR THE NATIVE SPEAKER I
Undergraduate
Introduction to grammar and written composition for native speakers of Polish with little or no formal language training. (Offered on a demand basis only.)

POL 206
POLISH FOR THE NATIVE SPEAKER II
Undergraduate
Continued emphasis on improved grammar and writing for native speakers of Polish with limited formal Polish language training. (Offered on a demand basis only.)

POL 207
POLISH FOR THE NATIVE SPEAKER III
Undergraduate
Advanced conversation practice emphasizing standard Polish speech for those with limited formal training in spoken Polish. (Offered on a demand basis only.)

POL 297
SPECIAL TOPICS IN POLISH
Undergraduate
See schedule for current offerings.

POL 298
STUDY ABROAD
Undergraduate
Variable credit.

POL 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

POL 397
SPECIAL TOPICS IN POLISH
Undergraduate
See schedule for current offerings.

POL 398
STUDY ABROAD
Undergraduate
Variable credit.

POL 399
INDEPENDENT STUDY
Undergraduate
Variable credit.
POL 497
SPECIAL TOPICS IN POLISH
Graduate
See schedule for current offerings. Graduate standing required.

POL 498
STUDY ABROAD
Graduate
Variable credit.

POL 499
INDEPENDENT STUDY
Graduate
Variable credit.

POR 101
BASIC PORTUGUESE I
Undergraduate
Listening to, speaking, reading and writing Portuguese in a cultural context for the beginning student. (Offered on a demand basis only.)

POR 102
BASIC PORTUGUESE II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations. (Offered on a demand basis only.)

POR 103
BASIC PORTUGUESE III
Undergraduate
Completion of the basic elements of the Portuguese language, spoken as well as written, with due regard to the cultural context of Portuguese expression. (Offered on a demand basis only.)

POR 104
INTERMEDIATE PORTUGUESE I
Undergraduate
Intensive practice in the use of Portuguese through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. (Offered on a demand basis only.)

POR 105
INTERMEDIATE PORTUGUESE II
Undergraduate
Continuing practice in spoken and written Portuguese and further development of reading and listening abilities in an authentic cultural context. (Offered on a demand basis only.)

POR 106
INTERMEDIATE PORTUGUESE III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Portuguese with a concomitant heightened awareness of the cultural dimensions of the Portuguese language. (Offered on a demand basis only.)

POR 398
STUDY ABROAD
Undergraduate
Variable credit.
POR 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

PPS 200
INTRODUCTION TO PUBLIC POLICY
Undergraduate
This core course is designed to provide the student with an introduction to the field of public policy. The historical origins of policy analysis, definitions of what constitutes “public policy”, various theoretical approaches developed to address policy problems, and contemporary policy debates on various substantive issues. By the end of the course each student has a solid background for further study of public policy and the social sciences. This course should be taken as one of the first courses in the major. It is a prerequisite for other PPS courses.

PPS 201
PUBLIC POLICY AND URBAN ISSUES
Undergraduate
This core course is designed to introduce students to the study of urban areas, to some of the more exciting and difficult issues faced by cities, and finally, to some of the policies designed to address these issues. Readings assist students in exploring what makes cities function, how they have changed over time and what it was like to live through those changes, can show us how modern ways of seeing and modern ways of making sense came into being. If student is a PPS major, then students are encouraged to take PPS 200 prior to PPS 201.

PPS 202
PUBLIC POLICY AND ENVIRONMENTAL ISSUES
Undergraduate
This core course reviews the environmental public policy issues in the United States. The history of the modern environmental movement and the impact it continues to have on public policy is explored. Students apply concepts of environmental policy and move towards proposing policy solutions. If student is a PPS major, then students are encouraged to take PPS 200.

PPS 205
PUBLIC POLICY RESEARCH METHODS
Undergraduate
This core course provides students an understanding of and some experience with the qualitative and quantitative research methods used in public policy for collecting and identifying relevant data. Policy analysis, policy arguments, and policy making use of data to identify public problems, identify possible policies for public problems, and support arguments for specific policy alternatives. The credibility and quality of policy analyses and arguments depends in large part on the validity and reliability of that information.

PPS 206
QUANTITATIVE PUBLIC POLICY ANALYSIS
Undergraduate
This course focuses on writing of research questions and hypotheses, selection of appropriate quantitative statistical analyses for research questions, interpretation of statistical results, and communication of those results. A significant portion of the course work will involve doing statistical analyses of existing data using Statistical Package for the Social Sciences (SPSS) in the computer lab. Students will prepare a substantial paper using the techniques for public policy analysis learned in class. Students majoring in PPS are strongly encouraged to have completed PPS 205 before taking this course. This core course for PPS majors and minors should be taken before the senior year. Formerly PPS 204.

PPS 250
ISSUES IN NEIGHBORHOOD DEVELOPMENT
Undergraduate
A major focus of urban policy and grassroots action is the condition of city neighborhoods. This course examines trends in urban policy as they have affected neighborhoods, neighborhood-grounded grassroots action, and local neighborhood development initiatives.

PPS 251
URBAN POVERTY
Undergraduate
This course examines the demographics of poverty and its concentration in central cities. In addition, definitions of poverty and public policies aimed at alleviating poverty are explored with the aim of understanding why poverty remains prevalent in the United States.
PPS 252  
PUBLIC POLICY IN COMPARATIVE HISTORICAL PERSPECTIVE  
Undergraduate  
This course examines the origins and evolution of urban public policy in the United States and other countries. Substantive emphases include city planning measures, urban redevelopment, health and environmental measures, as well as various social policies.

PPS 253  
THE CINEMATIC CITY  
Undergraduate  
This course examines the relationship between the city and cinema and explores how the city both real and ideal is represented in film. Covering a diverse selection of films, genres, and historical periods, the course critically explores the relationship between urban forms and cinematic representations.

PPS 254  
SCREENING SUBURBIA  
Undergraduate  
The course explores how suburbia was represented in cinema since the post-war period. Covering diverse selection of films and genre, the course examines how domesticity, family life, gender roles, race, suburbanization, domestic space and architecture have been in cinematic space. Drawing on historical and contemporary sources, the course places suburbia at the center stage and examines the relationship between cinema and suburban ideals and how cinema as a particular mode of representation has sought to address suburbia as a particular American social and cultural landscape.

PPS 255  
CITIES, GLOBALIZATION AND PUBLIC POLICY  
Undergraduate  
The course will examine the process of globalization on cities and its policy implication. In particular, the course will explore how the impact of globalization on cities may be evaluated; what benefits or problems they produce and for whom. It will conclude by looking at how public policy professionals can influence these results.

PPS 300  
APPLIED URBAN AND ENVIRONMENTAL ECONOMICS  
Undergraduate  
The purpose of this core course is to provide students with a foundation in microeconomic analytical tools through which to analyze urban and environmental policy issues. This course is intended to be participatory and applied. A variety of public policy issues are examined in terms of microeconomic theory and application.

PPS 301  
PUBLIC POLICY AND THE POLITICAL PROCESS  
Undergraduate  
Policy decisions almost inevitably involve politics. This core course explores the politics of the urban political machines that dominated politics in many cities for a long time, though some might argue that they actually had few policy interests other than to remain in power. The course examines how power is distributed in cities, and how it is used to get at the various problems confronting cities. That is, how politics affects policy. The course studies the players in the game of policy formation, and the policy process itself. While the focus may be on cities, make no mistake, politics impacts environmental policy decisions and the process of making those decisions as well.  
PPS 200 and declared Public Policy Studies major are prerequisites for this course.

PPS 302  
IMPLEMENTATION OF ENVIRONMENTAL AND URBAN POLICY  
Undergraduate  
This course examines how organizational cultures affect decision making. The course focuses on bureaucratic decision making routines, the implementation of policy, and the factors which advance or constrain effectiveness in urban and environmental settings. The course also explores the utility of various communication strategies and techniques in executing policies.
PPS 303
PUBLIC POLICY AND LEADERSHIP
Undergraduate
This course analyzes modes of leadership within the context of public policy formulation and implementation. The policy-making process in post-industrial democracies will be discussed from bureaucratic, grassroots, and electoral standpoints, emphasizing the challenges for civic and community leadership that emerge from negotiating competing interests in policy outcomes.

PPS 324
PUBLIC POLICY AND NATURAL RESOURCES
Undergraduate
This course considers the present policies underlying the designation and management of national parks, national forests, wetlands, and other public lands and regulating the use, conservation, and preservation of land, mineral, timber, and water resources. Students will discuss the need for and evolution of public policies to regulate mining, fishing, timbering, and the use of water for generating electricity, irrigation, and recreation, as well as the strengths and limitations of these policies.

PPS 329
TOPICS IN ENVIRONMENTAL STUDIES
Undergraduate
This course provides an in-depth examination of various environmental studies issues.

PPS 330
SUSTAINABLE DEVELOPMENT
Undergraduate
Sustainable development has become a crucial concept in international initiatives worldwide. It attempts to foster policies that balance the need for economic development with practices that promote healthy communities and ecosystems. This course is based on the instructor's theoretical and practical experience gathered in developed and developing countries under market and command economies conditions. Special emphasis is placed on the role of institutions, both governmental and non-government, in shaping economic policies that are compatible with environmental health. The course pursues the objective of preparing students to understand main environmental problems and to generate solutions for these problems from a multidisciplinary perspective.

PPS 331
ENVIRONMENTAL JUSTICE
Undergraduate
The purpose of this course is to provide students with a historical background on environmental justice (EJ) in the US and an understanding of the current EJ movement. Policy debates surrounding EJ are highlighted from recent studies on determining 'disproportionate impact' to local EJ communities. In addition, students will experience the challenges of EJ organizations in Chicago through the service-based leaning component of the course. Twenty-five hours of service learning is required for completion of this course.

PPS 332
NATIONAL PARKS POLICY AND GOVERNANCE
Undergraduate
This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks. The course reviews the policy literature and theories associated with the management of the national parks as it reflects our societal values of the time period. These policies have dramatically changed over time, so it is an ideal venue that demonstrates a significant change in how we view nature. The role of tourism, economic development pressures and property owners (takings) concerns will be included. Also, critical thinking about national parks policy will be required. This is taught as a hybrid course.

PPS 333
GREEN CITIES
Undergraduate
This course looks at public policies pertaining to urban sustainability. Low-carbon transportation, green building policies, locally produced renewable energy, and storm water management policies are among the topics discussed.
PPS 334
SUSTAINABLE LAND REVITALIZATION AND BROWNFIELDS REDEVELOPMENT PROJECT
Undergraduate
This course introduces students to environmental public policy issues associated with Brownfields, Superfund sites, and an assortment of state and local land revitalization programs. Substantive emphasis includes examination of social problems and public policy impediments associated with the revitalization of neighborhoods.

PPS 340
DYNAMICS OF PUBLIC POLICY [CROSS-LISTED AS PSC 320]
Undergraduate
Competing theories of policy formulation and the application of these theories to current policy contexts. Problems of policy implementation will be considered. Cross-listed with PSC 320.

PPS 350
CRITICAL ISSUES IN URBAN DEVELOPMENT
Undergraduate
The course examines the central issues in contemporary urban development: how urban restructuring, demographic shifts, new patterns of production and consumption, as well as technologically-grounded globalization processes, shape urban development. The course emphasizes the changing context of urban development policy and explores various critical approaches to interpreting urban development policy.

PPS 351
THE POLICY AND POLITICS OF URBAN HOUSING
Undergraduate
The course looks at housing as a social symbol and material commodity, with particular emphasis placed on the role of government in the direct provision of housing and the indirect support of home ownership, as well as housing policies indirect impact on neighborhood development, race relations, and metropolitan surburbanization.

PPS 352
 ISSUES IN URBAN EDUCATIONAL POLICY
Undergraduate
This course examines the politics, history, and social context of urban education. Special attention is devoted to emerging policy alternatives such as the use of school vouchers and the formation of charter schools.

PPS 359
TOPICS IN URBAN STUDIES
Undergraduate
This course provides an in-depth examination of various urban studies issues.

PPS 393
CAPSTONE: GENTRIFICATION
Undergraduate
This course is designed to bring together much of the knowledge attained by Public Policy students during their four years at DePaul by focusing on the often contentious issues of urban gentrification and re-gentrification. Gentrification involves economic issues, political issues, environmental issues, educational issues, race and ethnicity, and equity issues as well. The course shall examine the variables associated with the process of gentrification, the advantages and disadvantages of that process, the winners and the losers in the process, and the political and economic implications of all of this.

PPS 204 and status as a Public Policy Studies major with Senior standing are a prerequisite for this class.

PPS 394
GREEN INFRASTRUCTURE
Undergraduate
This course is designed to integrate the two concentrations of the Public Policy major to address sustainable management of essential urban infrastructure systems, including stormwater management, energy production and efficiency, and urban forests. The course shall examine how municipal green infrastructure investment reflects larger social values and encourages students to examine the social forces that impact the efficacy of green infrastructure.
PRAD 244
PRINCIPLES OF ADVERTISING
Undergraduate

Examines the construction and implementation of an advertising campaign from the assessment of client needs through completion of the finished project. Analysis of successful advertisements and exposure to contemporary theory complements practical experience gained through completion of course projects.

PRAD 255
PUBLIC RELATIONS
Undergraduate

The foundational course in the public relations/advertising track traces the development of public relations/advertising industries and practices. Students are introduced to theories and principles in public relations/advertising, along with the roles and responsibilities of professionals working in public relations, advertising and related disciplines. Students examine industry regulations, societal implications, and strategic planning processes associated with public relations/advertising campaign and programs.

PRAD 256
WRITING FOR PUBLIC RELATIONS AND ADVERTISING
Undergraduate

This class provides students the opportunity to apply Public Relations/Advertising theories and principles to the development of media materials. The course familiarizes students with various forms of persuasive writing and requires them to develop a writing portfolio that demonstrates their ability to write for diverse audiences. Assignments include campaign plans, news media kits, speeches, video scripts and more.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 290
PUBLIC RELATIONS AND ADVERTISING WORKSHOP (VARIABLE TOPICS)
Undergraduate

This course allows students to sample a range of hands on, practical offerings in public relations and advertising that can enhance their knowledge and expertise. Workshop topics can include SEO/SEM, media sales and buying, focus group moderating, and Adobe Creative Suite (InDesign, Photoshop, Illustrator), among others. Students may take a maximum of 4 courses of PRAD 290 in the major, and a total of 8 credit hours.

PRAD 291
RESEARCH METHODS FOR THE PRAD PROFESSIONAL
Undergraduate

Research is critical to any advertising or public relations campaign. This course introduces students to the uses and applications of research in the fields of public relations and advertising. The goal is to provide future practitioners with information needed to commission and apply research to their work problems in the industry. Students will learn to recognize valid and reliable research and to utilize this data in decision making for their agencies or clients. Students will learn to form appropriate questions, select and develop appropriate methods (qualitative and quantitative), and analyze the data for unique consumer insights. Students learn to develop research that ensures messages are able to meet the strategic needs of their clients and agencies.

PRAD 244 or PRAD 255 is a prerequisite for this class.
PRAD 320
EVENT PLANNING
Undergraduate
This course aims to provide students with the occupational, technical and interpersonal skills necessary to “survive and thrive” in the special event industry. In addition to specific content knowledge, students will develop cross-cultural awareness, global understanding and communication skills as they relate to the event industry as a whole. The course will prepare students for a variety of options: pursuit of employment in the special events industry, professional development for those already employed in the field and general knowledge for those interested in the special events field. The purpose of this course is to acquire an in-depth knowledge about the specialized field of event planning, and to become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events.

PRAD 334
ADVERTISING AND PUBLIC RELATIONS ETHICS
Undergraduate
This class explores issues of Public Relations/Advertising from both theoretical and practical perspectives. A focus is on the professional and social responsibilities of Public Relations/Advertising professionals and prevailing norms in public relations, advertising and related disciplines. Students also address issues related to institutional ethical practices. Ethical standards and practices associated with the use of persuasive communication are also addressed.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 335
ADVERTISING AND SOCIETY
Undergraduate
This course challenges students to think critically about the societal effect of public relations and advertising with regard to their roles in the production and maintenance of consumer culture and the formation of public opinion. Students read widely from a body of social criticism that may diminish democracy and endanger our collective public life. This course asks future practitioners to confront the uses and abuses of public relations and advertising, and to understand the negative social consequences that can result.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 336
ADVERTISING CAMPAIGNS
Undergraduate
This course is designed to help students develop a thorough understanding of the entire advertising campaign planning process. Working in teams, students will approach a communication problem for a real-world client just as an advertising agency would when working on new business. Students will bring together knowledge from past courses as they gather and analyze primary and secondary data to assess the client’s situation then develop a comprehensive campaign plan. This includes the development of a creative message strategy and advertising campaign as well as a strategic media plan.

PRAD 244, PRAD 256 and (CMNS 291 or PRAD 291) are a prerequisite for this class.

PRAD 337
PUBLIC RELATIONS CAMPAIGNS
Undergraduate
This course is designed to expose students to the use of public relations and advertising strategies and techniques in a variety of functions, including community relations, employee relations, government relations, and media relations. Through case studies, students examine contemporary examples of successful public relations programs and campaigns and discover how practitioners function as intermediaries between organizations and their publics.

PRAD 255, PRAD 256 and (CMNS 291 or PRAD 291) are a prerequisite for this class.

PRAD 338
HEALTH AND PUBLIC RELATIONS
Undergraduate
This course will familiarize students with the major issues/problems in the United States health care system. Students will explore current issues in health policy such as the problem of the uninsured, the rising cost of health care, and the politics of health from a public relations perspective. Each student will be responsible for assuming the role of a public relations director for a health organization in the public or private sector.

PRAD 255 or a Health Sciences major is a prerequisite for this class.
PRAD 339  
INTEGRATED COMMUNICATION CAMPAIGNS  
Undergraduate  
Integrated Communication Campaigns  

(PRAD 244 or PRAD 255) PRAD 256 and (CMNS 291 or PRAD 291) is a prerequisite for this class.

PRAD 350  
ACCOUNT PLANNING  
Undergraduate  
The account planner represents the voice of the consumer in the advertising process. This course will examine the history of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different consumer audiences.

PRAD 351  
COPYWRITING  
Undergraduate  
This course examines the various ways and styles of writing effective and persuasive advertising copy. Through in class and outside work, students will have the opportunity to develop a variety of advertising/communication pieces, from television and radio scripts, to print and alternative/new media. Emphasis is placed on defining an overriding strategy, and then translating that strategy into effective pieces of communication.

PRAD 352  
DIGITAL ADVERTISING  
Undergraduate  
This course is designed to provide students with an introduction to the dynamic field of digital advertising. The emergence of new media technologies has dramatically changed the ways and strategies for communicating with and engaging consumers. This course provides conceptual basis of digital advertising that separates digital advertising from traditional advertising. This course helps students understand how the digital advertising industry is evolving with the new media technologies and addresses a wide variety of digital advertising through a practical and theoretical framework. Issues will include social media, user-generated content, online community, mobile advertising, and permission marketing, among others.

PRAD 357  
ADVERTISING PORTFOLIO I  
Undergraduate  
This advanced-level course is designed to provide students with hands-on knowledge of what it takes to succeed as a copywriter or art director in today's advertising industry. This course really focuses on the process of generating great ideas that translate into strategic and memorable advertising campaigns. Students learn about the importance of a strong selling proposition, about theories of the creative process, and about idea generation techniques. The course places particular emphasis on the finished campaign execution, as students gain practical knowledge in creative advertising. It all culminates in portfolio critique, where industry creatives come in to evaluate students' work.

PRAD 361  
ACCOUNT PLANNING AND CONSUMER INSIGHTS FOR LATINO MARKETS  
Undergraduate  
This course encompasses both the similarities and differences of Latino consumers in the U.S. and explores the differences among the unique Latino cultures, their media habits and the effectiveness of using various promotional tools to affect their consumer behavior. The account planner represents the voice of the consumer in the advertising process. This course will examine the role of account planning and its relationship within advertising agencies to creative development. Special emphasis will be placed on the qualitative and ethnographic research techniques used by planners, and the role that curiosity and empathy play in understanding different Latino consumer audiences to gain insight about these groups' motivations and behaviors.

PRAD 244 or instructor permission is a prerequisite for this course.
PRAD 362
LATINO STRATEGIC COMMUNICATION CAMPAIGNS
Undergraduate
Focuses on how to effectively target messages to Latino populations in ways that move beyond stereotypic and simplistic models of Latino audiences. Emphasis on developing culturally relevant integrated campaigns that incorporate appreciation of the diversity of Latino audiences. Students learn creative strategies for dialoguing with Latino consumers, customers, stakeholders, and influencers to develop public relations and advertising messaging in both the commercial and non-profit sector. Distinctive characteristics of the Latino population are considered, along with the rich diversity of these communities. Consideration given to effective use of new media and strategic decisions about communicating in English versus Spanish.

(PRAD 244 or PRAD 255) PRAD 256 and (CMNS 291 or PRAD 291) is a prerequisite for this class.

PRAD 375
COMMUNICATION LAW
Undergraduate
This course is designed to provide students with an introduction to the portions of U.S. Law that define the scope of First Amendment protection for communication activities. The goal of the course is to help students understand legal issues important to professionals in the media-related fields of advertising, journalism, public relations and other communication specialties. The course helps students understand both their rights to communicate in political and commercial environments and the restrictions permitted on certain communication activities.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 376
CRISIS COMMUNICATION MANAGEMENT
Undergraduate
This course focuses on crisis communication and management, emphasizing practical application of theories, strategies, and tactics from a public relations perspective. Additionally, there is a focus on issues relevant to planning, development and execution of crisis communications programs for businesses and organizations and strategic public relations techniques for communication with stakeholders during a crisis.

PRAD 255 is a prerequisite for this class.

PRAD 377
MARKETING PUBLIC RELATIONS
Undergraduate
This course explores the strategic use of public relations to attain marketing objectives. Marketing Public Relations (MPR) is an important part of a reputation building or product branding effort for a corporation, and it can also be a valuable strategy for government agencies and non-profit organizations. Lectures and projects will demonstrate ways to use public relations strategically to add value to integrated marketing programs. By the end of the course, teams will prepare and present key aspects of a marketing public relations plan to a client.

PRAD 255 is a prerequisite for this class.

PRAD 378
CREATIVITY IN ADVERTISING
Undergraduate
PRAD 244 is a prerequisite for this class.

PRAD 379
ADVERTISING MEDIA PLANNING
Undergraduate
This course examines the diverse capabilities of various media available to advertisers and the process by which advertising media plans are constructed to help meet marketing communication objectives for a product or service. The course provides fundamentals on the language, tools, research methods and concepts employed in the media planning process and helps students build media plans using appropriate objectives, strategies and tactics. The course will help students develop a heightened appreciation for the roles of logic, analysis, and insight in the media planning and buying process.

PRAD 244 is a prerequisite for this class.
PRAD 380
POLITICAL COMMUNICATION
Undergraduate
This course examines how various U.S. government agencies, jurisdictions, and politicians communicate with the public and how the public influences the government through communication. Topics covered include: theory, strategies, and tactics behind effective government and political communication; how to critically evaluate government and political communication; and how individuals and groups influence the government and politicians through communication.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 381
ADVERTISING AND CHILDREN
Undergraduate
This course examines the social and behavioral effects of advertising directed to children, and addresses such topics as what children know and think about advertising, how children respond emotionally to advertising, how advertising can affect behavioral patterns, the changing regulatory environment and related social and psychological issues including materialism and self-esteem. Students will have the opportunity to assess the existing environment and to design creative interventions.

PRAD 382
NON-PROFIT PUBLIC RELATIONS
Undergraduate
This course examines the philosophical and theoretical foundations of public relations and volunteerism. Strategic communication strategies relating to both internal and external publics will be explored including the unique legal and ethical issues that impact non-profit organizations. Students will gain hands-on experience, using a variety of theoretical foundations to guide development of strategic communication materials for local non-profit organizations.

PRAD 255 is a prerequisite for this class.

PRAD 391
SPECIAL TOPICS IN PUBLIC RELATIONS
Undergraduate
This course allows students to sample a range of topical offerings in public relations that have included International Communication and PR, Event Planning, and Study Abroad. In addition to these topics, new topics for this concentration might include Media Relations in Latin America, The Use of Social Media Among Latinos, Marketing PR Strategies for Latino Markets, and other Latino relevant topics.

PRAD 255 is a prerequisite for this class.

PRAD 392
SPECIAL TOPICS IN ADVERTISING
Undergraduate
This course allows students to sample a range of topical offerings in advertising that have included Media Planning, Advertising in the Digital Age, Ad Copywriting, Advanced Advertising Campaigns, Consumer Promotions, and Psychology of Advertising. Topics for this concentration might include: Media Planning for Latino Markets, Ad Copywriting for Latino Markets, The Advertising Industry in Latin America.

PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 393
SPECIAL TOPICS IN PUBLIC RELATIONS AND ADVERTISING
Undergraduate
PRAD 244 or PRAD 255 is a prerequisite for this class.

PRAD 396
CAPSTONE SEMINAR IN PUBLIC RELATIONS AND ADVERTISING
Undergraduate
This culminating experience for PRAD majors integrates the knowledge learned during their undergraduate years with a forward-thinking professional curriculum designed to prepare students for the competitive 21st century workplace. The course will cover such essential career-building topics as social media management; creating and leveraging a professional network; understanding effective teamwork strategies; time management and work-life balance skills; and creating a plan and fine-tuning the skills needed to secure a full-time position in the public relations and advertising industries.
PRAD 505
CRITICAL PERSPECTIVES ON PUBLIC RELATIONS AND ADVERTISING
Graduate
This course examines the ever-increasing influence of public relations and advertising in our society, highlighting issues of power and social responsibility. Students are asked to think critically about the societal effects of public relations and advertising and their roles in the production and maintenance of public opinion. Future practitioners consider the potentially adversarial relationship that exists between public relations and advertising and the media in societies based on a free press.

PRAD 553 or PRAD 555 is a prerequisite for this class.

PRAD 510
SPEECH WRITING AND PRESENTATION
Graduate
The course will allow students to gain experience writing and delivering speeches and making professional presentations. An emphasis will be placed on the role of speeches and speechwriters and the responsibilities associated with those involved in such an integral part of a democratic society. The multiple uses and value of speeches and presentations as public relations tools will also be addressed.

PRAD 511
CONSUMER INSIGHTS FOR LATINO MARKETS
Graduate
The course encompasses both the similarities and differences of Latino consumers in the U.S. and focuses on how to uncover key insights about consumer buying and information processing behavior among a diverse group of Latino cultures. The insight process is commonly used in advertising and marketing but is gaining popularity in public relations and employee communications. Students will learn how to develop their own instincts as an information consumer, as well as learn some key consumer psychology and research methodologies to learn why individuals behave as they do in the marketplace. Students will find and distill secondary research data and then utilize some qualitative research techniques, such as focus groups, ethnographic research, projective techniques, and in-depth interviewing to develop a key insight into a target group. PREQ: PRAD 553

PRAD 553 is a prerequisite for this class.

PRAD 512
LATINO MARKETING COMMUNICATION
Graduate
Many organizations and businesses are actively pursuing the Latino market. Yet few PR/advertising programs train students to communicate effectively with this growing target audience. This course covers development of culturally relevant messages and students gain practice in developing strategic campaigns addressing this market and explore the effectiveness of using paid advertising, public relations and events, direct response (coupon redemption) and social media among different Latino cultures.

PRAD 514
CONTEMPORARY ISSUES IN PUBLIC RELATIONS AND ADVERTISING
Graduate
A seminar devoted to the reading and discussion of contemporary academic and popular works dealing with emerging issues in the fields of public relations and advertising. Students gain advanced knowledge of new industry trends and explore issues central to current professional debates.

(Graduate Public Relations and Advertising student) and (PRAD 553 or PRAD 555 or instructor permission are prerequisites for this course.

PRAD 515
PUBLIC RELATIONS WRITING
Graduate
The goal of this course is to help students develop the professional writing skills needed for success in public relations. Students analyze the process of strategic public relations planning and explore the communication techniques used to establish positive relationships with organizational constituents. They apply what they have learned by developing and presenting a variety of public relations materials, such as program plans, news releases, magazine/report/newsletter copy, video scripts, web copy and speeches. Upon the successful completion of this course, students will have a professional portfolio of public relations writing samples.

(Graduate Public Relations and Advertising student and PRAD 555) or instructor permission is a prerequisite for this course.
PRAD 520
PUBLIC RELATIONS THEORY
Graduate
This course is designed to orient students to the theories that dominate Public relations scholarship, as well as the prevailing theories applied in practice. Students will review the historical evolution of various theories, critiques that have contributed to theory development, and the current status of various theories in the field.

Graduate Public Relations and Advertising student and PRAD 555 are prerequisites for this course.

PRAD 530
PUBLIC RELATIONS AND ADVERTISING MANAGEMENT
Graduate
This course focuses on the application of management principles and practices to the effective development of public relations and advertising plans, programs and campaigns. The course examines management practices in organizational and firm settings and considers issues and practices related to planning, budgeting, new business development and account management.

Graduate Public Relations and Advertising student and PRAD 553 and PRAD 555 are prerequisites for this course.

PRAD 535
PUBLIC RELATIONS IN HEALTH CARE
Graduate
This course will help students understand the organizational impact of health policy in America and prepare students to assume roles in communication management positions in the United States health care industry. Students will explore current issues in health policy such as the problem of the uninsured, the rising cost of health care, and the politics of health. Each student will be responsible for focusing on a particular aspect of health policy and developing a report on the topic.

PRAD 540
CRISIS COMMUNICATION MANAGEMENT
Graduate
This course examines institutional crisis communication from a management perspective. Emphasis is on crisis response strategies and organizational approaches for preventing and managing crisis events. Students develop case studies of contemporary crises and participate in simulations designed to develop professional expertise and practical skills in crisis communication management.

(Graduate Public Relations and Advertising student and PRAD 555) or instructor permission is a prerequisite for this course.

PRAD 550
INTEGRATED COMMUNICATION CAMPAIGNS
Graduate
The course presents a formal model for the implementation of integrated marketing communication plans across a number of communication functional areas. The course stresses the importance of campaign consistency, expression of unique audience insights, creative leverage, and the establishment of zero-based execution parameters. Case studies are examined as models for understanding elements of successful programs and for the development of team projects.

(Graduate Public Relations and Advertising student) and (PRAD 553 or PRAD 555 or instructor permission are prerequisites for this course.

PRAD 551
ADVERTISING AND COPYWRITING
Graduate
This course will introduce students to the world of the ad copywriter. It will encompass everything from the development of a strategy, to the execution of that strategy in all forms of ad related communication. Students will learn the techniques of good ad writing and create work for Print, TV, Radio, IMC elements, new media, among other forms. PREREQUISITE(S): PRAD 553

PRAD 553 is a prerequisite for this course.
PRAD 553
ADVERTISING
Graduate
This foundational course examines the theories, principles, applications and standards of advertising in multiple contexts, both from the perspectives of the practitioner and the consumer.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 554
CREATIVE PROCESSES
Graduate
The course focuses on creative processes critical in integrated marketing communication. Overall, the course is designed to help participants think more creatively. Readings include research and theoretical studies of creative processes and institutional practices, as well as more personal essays by representative figures from several different creative venues. Cases studies are the basis for fashioning directed creative responses, discussions, in-class activities and final projects.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 555
PUBLIC RELATIONS
Graduate
This course involves the study of the theory, history, practice and future of public relations in a comprehensive way. It is a course designed to allow public relations students to understand the breadth of the field and to investigate specific areas of public relations (i.e., political, medical, financial, government, corporate, education, etc.). It will also cover the operations and objectives PR practice from both the corporate and non-profit sectors.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 556
STRATEGIC PLANNING IN PUBLIC RELATIONS
Graduate
Students will learn how to analyze an organization's initial situation, prior to public relations programs; how to formulate strategies and objectives for proper pre-planning; and how to develop a rich and measurable PR plan. Budgets, tactics and timelines will also be discussed and required as an aspect of the final PR plan project.

Graduate Public Relations and Advertising student and PRAD 555 are prerequisites for this course.

PRAD 557
ADVERTISING COMMUNICATION STRATEGY
Graduate
The course examines the development of advertising communication strategy within the context of an organization's overall marketing objectives. The course emphasizes harmonization of strategies for internal and external audiences and for support of organizational vision. Case studies define the relationship of marketing communication to product and service innovation, pricing and distribution. Particular attention is given to strategies which are imaginative and cost-effective.

(Graduate Public Relations and Advertising student and PRAD 553) or instructor permission is a prerequisite for this course.

PRAD 560
POLITICAL AND GOVERNMENT PUBLIC RELATIONS
Graduate
Political Public Relations focuses on the development and delivery of strategic messages by political parties, candidates and officeholders in American politics. Students will be responsible for researching, discussing, and evaluating the effectiveness of these messages. Special emphasis will be placed on the role of the spokesperson in a political campaign and/or serving as a spokesperson for an elected official.

(Graduate Public Relations and Advertising student and PRAD 555) or instructor permission is a prerequisite for this course.
PRAD 562
MEDIA RELATIONS
Graduate
Explores the communication between reporters and organizational spokespeople. Topics include goals of reporters and spokespeople during the transmission of information, interpretation of the various types of corporate media for reporters, techniques for corporate spokespeople for giving effective interviews. Case studies will be analyzed.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 563
MEDIA PLANNING
Graduate
This is an advertising class that focuses on researching and assessing various media and media markets for possible use in advertising campaigns. Traditional print, broadcast, and out-of-home media are explored as well as digital media options and search engine optimization tools. Concepts of audience coverage, reach, frequency, ratings, share, gross rating points, Web page hits and click-throughs, CPM, and other cost and audience factors will be explored. PREREQUISITE(S): PRAD 553

PRAD 563 is a prerequisite for this class.

PRAD 564
CORPORATE COMMUNICATION
Graduate
A global business center, Chicago boasts one of the country?s largest concentrations of Fortune 500 companies, employing thousands of communication professionals. This course examines the development, practice, goals and responsibilities of the corporate communication function, and three of its major specialty areas ? media relations, employee communications and investor relations. Through readings, discussions, assignments and guest speakers, students will gain practical knowledge of core concepts driving the growth of corporate communication, such as corporate reputation, brand image and brand equity, and corporate social responsibility.

PRAD 575
COMMUNICATION LAW AND ETHICS
Graduate
This course covers the aspects of communication law and ethics relevant to communication professionals. Legal topics include First Amendment concepts, libel, privacy, copyright, freedom of information, and regulation of advertising. The ethical component focuses on the professional responsibilities of practitioners in communication fields with special emphasis on public relations and advertising.

(Graduate Public Relations and Advertising student and PRAD 553 and PRAD 555) or instructor permission is a prerequisite for this course.

PRAD 585
RESEARCH METHODS FOR THE COMMUNICATION PROFESSIONAL
Graduate
This course covers core issues involved in the collection and analysis of information to be used in decision-making. Topics covered include the retrieval of archival data, survey design, focus group interviewing, sampling techniques, techniques for analyzing data, and campaign evaluation.

(Graduate Public Relations and Advertising student and PRAD 553 and PRAD 555) or instructor permission is a prerequisite for this course.

PRAD 590
PUBLIC RELATION & ADVERTISING WORKSHOP
Graduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include focus groups.

PRAD 592
INDEPENDENT STUDY
Graduate
Students will be guided in the development of a special research project that furthers their collaboration with an instructor and produces a report that demonstrates their mastery of critical content and competencies. The independent study option is intended for students who have demonstrated a mastery of course content, who would benefit from a sustained, focused collaboration with a relevant faculty member. PREREQUISITE(S): Approval from instructor and department chair
PRAD 595
SPECIAL TOPICS IN PUBLIC RELATIONS & ADVERTISING
Graduate
This course examines a broad range of topics related to public relations and advertising processes. The course may address such topics as issues management, consumer behavior, relationship management, strategic planning and program development, or integrated communication campaigns.

(Graduate Public Relations and Advertising student) and (PRAD 553 or PRAD 555 or instructor permission are prerequisites for this course.

PRAD 597
COLLOQUIUM ON PUBLIC RELATIONS AND ADVERTISING
Graduate
This course brings students together with professionals in public relations and advertising to illustrate the diverse nature of work in these fields. Speakers from both corporate and non-profit organizations will be invited to share their professional experiences and to discuss the knowledge competencies and skills required to succeed in these fields.

PRAD 599
RESEARCH THESIS
Graduate
Enroll in 599 during the term you plan to defend your thesis or complete your final project. This is a graded, 4-credit hour course. Tuition is charged. You must have a scheduled defense/completion date to be approved for this class. Your thesis/project advisor needs to communicate this date to the Graduate Studies Director for your program, before you are allowed to enroll. Loan deferment is allowed to those registered for this class.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 601
ACTIVE DEGREE COMPLETION
Graduate
This is a 0-credit hour course that is available to students who are working actively toward the completion of a thesis or project. Enrollment in this course is limited to the two quarters prior to the defense of the thesis/project and requires graduate director approval and proof of work each quarter. No tuition is charged, only student fees (approx. $50), which allows you access to the library and other campus facilities. This course is graded as pass/fail. Eligible for loan deferment and student loans.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 602
CANDIDACY CONTINUATION
Graduate
This is a 0-credit hour course that requires permission from the graduate director. Students can enroll in 602 if they are finishing a course in which they received an incomplete (IN). If the student does not register for any regular courses in the quarter they plan to finish the incomplete, they can enroll in 602 and access the library and other campus facilities. No tuition is charged, only student fees (approx. $50). This course is graded as pass/fail. Not eligible for loan deferment or student loans.

Status as a Graduate Public Relations and Advertising student is a prerequisite for this class.

PRAD 340
CONSUMER PROMOTION
Undergraduate
This course explores the various ways marketers engage consumers with a specific goal of generating a purchase. This course will cover the basics of promotion, as well as the ways brands activate more image-based marketing tactics, such as sports and arts sponsorships, cause marketing, and entertainment marketing. Students will learn how these tools can meet the dual objectives of driving purchase while maintaining a brand’s image.
**PRF 111**  
**ACTING I**  
Undergraduate  
First course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 112**  
**ACTING I**  
Undergraduate  
Second course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 113**  
**ACTING I**  
Undergraduate  
Third course in a 3 course sequence. Intensive work with Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theater games. The work culminates in the spring of the year with text-based experiences drawn from either contemporary plays and scenes or story theater.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 121**  
**MOVEMENT I**  
Undergraduate  
First course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 122**  
**MOVEMENT I**  
Undergraduate  
Second course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

**PRF 123**  
**MOVEMENT I**  
Undergraduate  
Third course in a 3 course sequence. Two quarters of movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use, and over-all self awareness. One quarter will continue with the elements explored in yoga but will be more focused on freeing the self through the use of music, movement improvisation, and a variety of coordination skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 131
VOICE AND SPEECH I
Undergraduate
Voice & Speech I (4 quarter hours) First course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 132
VOICE AND SPEECH I
Undergraduate
Second course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 133
VOICE AND SPEECH I
Undergraduate
Third course in a 3 course sequence. The focus of the work is on relaxation, alignment, breathing, the development of free resonance flow, and good articulation of vowels and consonants.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 211
ACTING II
Undergraduate
First course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 212
ACTING II
Undergraduate
Second course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 213
ACTING II
Undergraduate
Third course in a 3 course sequence. Scene study work begins. Students explore the relationship of the self to the role through the use of intention, relationship, environment, and text. A variety of playscripts are drawn from contemporary theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 214
MAKE-UP
Undergraduate
First course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 215
MAKE-UP
Undergraduate
Second course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 216
MAKE-UP
Undergraduate
Third course in a 3 course sequence. Basic skills of two-dimensional painting as well as basic prosthetic and skin-texturing work are analyzed in this course designed to acquaint the actor with theatrical make-up.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 221
MOVEMENT II
Undergraduate
Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 222
MOVEMENT II
Undergraduate
Focus will be on full body awareness through Feldenkrais' (and other) movement lessons and through the study of anatomy. Emphasis will be placed on recognizing limiting patterns of response in the self (including inappropriate tensions) and moving beyond those to increase the physical choices and alternatives available to the student. Work is begun on the dynamics of movement and on embodying a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 223
MOVEMENT II
Undergraduate
Actors will continue to develop material from previous movement classes, now placing specific focus on combining imaginative work with skill work to explore the realization of dynamics, rhythm, space and flow of energy. Techniques will be used to aid the actor physicalize inner needs, wants and intentions demanded by various roles.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 231
VOICE AND SPEECH II
Undergraduate
Actors are introduced to the progression of voice exercised in Kristin Linklater's Freeing the Natural Voice. The focus of the class is on developing techniques that foster the connection between the acting impulse and the voice.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 232
VOICE AND SPEECH II
Undergraduate
Actors explore the second half of the Linklater voice progression. The focus is on developing each actor's full vocal range. In addition to the voice exercises, students work on a variety of texts chosen to support their growing acquisition of skills.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 233
VOICE AND SPEECH II
Undergraduate
The focus is on speech. Clarity of articulation and effective use of vowels is developed by learning the International Phonetics Alphabet.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 261
INTRODUCTION TO PERFORMANCE
Undergraduate
First course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 262
INTRODUCTION TO PERFORMANCE
Undergraduate
Second course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 263
INTRODUCTION TO PERFORMANCE
Undergraduate
Third course in a 3 course sequence. Under the guidance of a director, all second-year acting majors rehearse and perform a play for faculty viewing and evaluation. Students are encouraged to integrate skills acquired in other classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 281
STAGE COMBAT
Undergraduate
Students learn the fundamentals of hand-to-hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 290
PERFORMANCE WORKSHOP FOR NON-MAJORS
Undergraduate
Students work on basic performance skills through individual and group exercises in acting, voice and speech and movement. Can be taken by non-Theatre School students.

PRF 311
ACTING III
Undergraduate
First course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 312
ACTING III
Undergraduate
Second course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 313
ACTING III
Undergraduate
Third course in a 3 course sequence. Classical work begins with Shakespeare and possibly other classical texts. Specific focus is given to scansion and First Folio technique. This study is coordinated with both the movement and the voice and speech classes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 314
ACTING LABORATORY
Undergraduate
First course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 315
ACTING LABORATORY
Undergraduate
Second course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 316
ACTING LABORATORY
Undergraduate
Third course in a 3 course sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 317
TOPICS IN SCENE STUDY
Undergraduate
Working with MFA II Directing students, this course will focus on scene study from plays by a particular seminal dramatist. Actors will benefit from in-depth analysis and rehearsal of scenes, exploring the playwright’s style and dramatic influence. Course restricted to upper-level Theatre Performance Students only.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 318
TECHNIQUE
Undergraduate
First course in a 2 course sequence. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills, in preparing a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 319
TECHNIQUE
Undergraduate
Second course in a 2 course sequence. An advanced level acting course which concentrates the work on carefully selected exercises, monologues, and scenes, in order to further develop physical, sensorial, and emotional skills, in preparing a role.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 321
MOVEMENT III
Undergraduate
Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 322
MOVEMENT III
Undergraduate
Actors will continue to build their vocabulary of effort/shape techniques, thereby helping them expand range of choice in physical shape and action for role work. Period dances, manners and clothing will be explored to help the students physically connect to the period and/or style work explored in acting and voice class.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 323
MOVEMENT III
Undergraduate
Actors will continue to further the work in period dances and manners with an emphasis on the student taking greater control of this research and its implementation into acting. Imaginative use of self is channeled through character mask work which is then applied to Shakespearean scenes. Full body awareness through movement lessons is continued.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 331
VOICE AND SPEECH III
Undergraduate
Breath work, vocal sounding, and physical alignment are focused on the poetry of Walt Whitman.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 332
VOICE AND SPEECH III
Undergraduate
An introduction to dialect study includes an exploration of the actor's own idiolect and the acquisition of several dialects, including American Southern, Irish, and varieties of British.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 333
VOICE AND SPEECH III
Undergraduate
Speech work centers on verse speaking and character transformation through vigorous exploration of dramatic texts. Playwrights may include Moliere, Shaw and Howard Barker.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 361
REHEARSAL AND PERFORMANCE I
Undergraduate
First course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 362  
REHEARSAL AND PERFORMANCE I 
Undergraduate  
Second course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 363  
REHEARSAL AND PERFORMANCE I  
Undergraduate  
Third course in a 3 course sequence. Advanced acting and directing students are continually involved in rehearsal and/or performance of plays in showcase, playworks, or workshop productions. These students constitute the acting company for the school.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 374  
DIRECTING  
Undergraduate  
First course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 375  
DIRECTING  
Undergraduate  
Second course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 376  
DIRECTING  
Undergraduate  
Third course in a 3 course sequence. An introductory class in which the student is exposed to a wide range of topics related to the craft of the director. These range from pre-production preparation, to the theatre space and composition/picturization considerations, to the actor/director relationship. Teaching methods include lecture, discussion, and in-class projects.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 380  
ADVANCED PERFORMANCE WORKSHOP FOR NON-MAJORS  
Undergraduate  
This course is a continuation of PRF 290 and will allow students who have completed the introductory course further exploration in performance by applying basic acting skills to the presentation of short plays and scenes from modern dramatic literature.
PRF 290 is a prerequisite for this class.
PRF 381  
ADVANCED STAGE COMBAT  
Undergraduate

In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD's Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching "Actor Combatant" status within the SAFD.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

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PRF 390  
IMPROVISATION  
Undergraduate

This workshop for graduating performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of the games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

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PRF 399  
INDEPENDENT STUDY: PERFORMANCE  
Undergraduate

Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

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PRF 411  
ACTING IV  
Undergraduate

First course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

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PRF 412  
ACTING IV  
Undergraduate

Second course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

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PRF 413  
ACTING IV  
Undergraduate

Third course in a 3 course sequence. Utilizing an ensemble approach, this class helps prepare the student for the rigors of the professional world by integrating the skills learned in previous years training through the use of exercises, improvisations, reading and discussions, and a variety of performance projects including scenes and monologues.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 414
AUDITION
Undergraduate
Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 415
AUDITION
Undergraduate
Students experience handling the range of possible audition situations. Topics include selecting and preparing materials, building a repertoire, and sight reading. Guest professionals lecture on practical survival techniques from job hunting to union membership. The work of the class culminates in The Graduate Showcase, when students audition for an audience of invited agents, casting directors, and directors.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 416
GRADUATE SHOWCASE
Undergraduate
Through the rehearsal process, undergraduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 417
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 418
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 419
NEW PLAY WORKSHOP
Undergraduate
A specialized workshop which brings together MFA 1 actors, MFA 3 Directors, and BFA 3 & 4 playwrights to explore the collaborative process of developing and staging new plays.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 420
ACTING FOR THE CAMERA
Undergraduate
“Film acting” prepares the student for the professional world in front of the camera(s). The student learns the different techniques between stage and film, between soaps, sitcoms, commercials, and features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student for the student from the classroom to the professional world.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 421
MOVEMENT IV
Undergraduate
The technique of movement to music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 422
MOVEMENT IV
Undergraduate
The technique of Movement to Music will be used to: Stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression, and strengthen and condition the body.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 423
MOVEMENT IV
Undergraduate
This quarter the student will explore African dance, including West African dance styles, songs and rhythms, different ethnic groups from which the dances and songs originated, and the relationship between various West Africa tribal rhythms and movements.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 431
VOICE AND SPEECH IV
Undergraduate
Continued development of skills designed to assist the student with a comfortable transition to the professional world through an approach to singing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 432
VOICE AND SPEECH IV
Undergraduate
Continued development of skills designed to assist the student with a comfortable transition to the professional world through and approach to singing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 433
VOICE AND SPEECH IV
Undergraduate
The course is designed to continue the development of professional skills through the study of voiceover.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 434
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
PRF 435
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 436
ADVANCED SCENE STUDY
Undergraduate
A scene study and monologue class taught by a resident or visiting professional actor or director. Scenes and monologues are drawn from a variety of performance styles. The class is intended to help the student navigate the gap between training and the professional acting world.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 461
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 462
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 463
REHEARSAL AND PERFORMANCE II
Undergraduate
Advanced acting and directing students are continually involved in rehearsal or performance of plays in Showcase, Playworks, or workshop productions. These students constitute the acting company for the school.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 471
SEMINAR: SPECIAL TOPICS IN DIRECTING
Undergraduate
According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

PRF 511
GRADUATE ACTING I
Graduate
Beginning with a series of exercised and improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 512
GRADUATE ACTING I
Graduate
Beginning with a series of exercised improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 513
GRADUATE ACTING I
Graduate
Beginning with a series of exercised improvisations, the class introduces the acting student to the basic components of the acting process. Scene work forms the backbone of this class.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 521
GRADUATE MOVEMENT I
Graduate
Movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use and over-all self-awareness. This class will also meet two extra hours with a different instructor to concentrated on the imaginative use of self, to explore physical improvisation and to explore movement techniques that will aid the student to use themselves more freely and expand their range of expression.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 522
GRADUATE MOVEMENT I
Graduate
Movement based on the technique of yoga as a means for the discovery of body mechanics, physical alignment, self-use and over-all self-awareness. This class will also meet two extra hours with a different instructor to concentrated on the imaginative use of self, to explore physical improvisation and to explore movement techniques that will aid the student to use themselves more freely and expand their range of expression.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 523
GRADUATE MOVEMENT I
Graduate
Work focuses on full body awareness through Feldenkrais (R) movement lessons and through the study of anatomy. The emphasis will be place on deepening the actor’s kinesthetic awareness and on developing a more articulate physical instrument, understanding the restrictions of habit, exploring dynamics and increasing the ability to make dynamic choices.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 524
GRADUATE MOVEMENT I: FELDENKRAIS
Graduate
An experiential and demonstration course in better self-use and physical organization. Approaches include Feldenkrais, "Awareness Through Movement" lessons and the study of anatomy.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 525
GRAD MOVEMENT I: FELDENKRAIS
Graduate
An experiential and demonstration course in better self-use and physical organization. Approaches include Feldenkrais, "Awareness Through Movement" lessons and the study of anatomy.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 530
MFA I SPEECH
Graduate

This course is designed to open awareness regarding the placement of vocal resonance and the shaping of vowels and consonants. Status as Graduate Theatre student is a prerequisite for this class.

PRF 531
GRADUATE VOICE AND SPEECH I
Graduate

Foundation work consists of breathwork, skeletal alignment, and the development of free voice flow. Classes include a regime of intensive group exercises, and attention is paid to the expansion of each actor's individual expressiveness. The fundamental work is inspired by the Feldenkrais(r) and the Lessac System and is further influenced by the writings of Cicely Berry and Patsy Rodenburg. Status as Graduate Theatre student is a prerequisite for this class.

PRF 532
GRADUATE VOICE AND SPEECH I
Graduate

Foundation work consists of breathwork, skeletal alignment, and the development of free voice flow. Classes include a regime of intensive group exercises, and attention is paid to the expansion of each actor's individual expressiveness. The fundamental work is inspired by the Feldenkrais(r) and the Lessac System and is further influenced by the writings of Cicely Berry and Patsy Rodenburg. Status as Graduate Theatre student is a prerequisite for this class.

PRF 533
GRADUATE VOICE AND SPEECH I
Graduate

 Actors will continue to explore fundamental skills acquired during Fall and Winter Quarters. The actors learn the first half of the progression of exercises in Kristin Linklater's Freeing the Natural Voice. The focus is on connecting acting impulses to the voice. Status as Graduate Theatre student is a prerequisite for this class.

PRF 540
GRAD SPEECH I: ADVANCED NOTATION
Graduate

Objectives are to extend the use of phonetic symbols to describe the speech of self and others, to explore an ever-widening range and flexibility of choice in pronunciation, to develop a more acute "ear" for the music of vowels and consonants and to apply the work to texts. Status as Graduate Theatre student is a prerequisite for this class.

PRF 551
MFA I IMPROVISATION
Graduate

Intensive work in Spolin-based improvisation in which the issues of creating theatrical reality are addressed through the medium of theatre games. Status as Graduate Theatre student is a prerequisite for this class.

PRF 552
MFA I MEISNER
Graduate

Sanford Meisner said, "Acting is the ability to live truthfully under imaginary circumstances." In this first of a two quarter sequence, actors will participate in a sequence of structured improvisational exercises focused on the first half of that sentence: living truthfully. The foundational exercise is called Repetition. Using Repetition as a base, students will explore exercises specifically designed to improve their listening and answering skills and increase their ability to respond to their partner moment to moment. Status as Graduate Theatre student is a prerequisite for this class.
Building on the work of the winter quarter, students will use their enhanced partner attention skills in order to focus on the second half of Meisner's definition of acting: "living truthfully under imaginary circumstances." Each exercise in the progression is designed to expand the actor's ability to imagine and personalize circumstances that are meaningful to them. We will also explore what the student needs to do to be ready for the first moment of a scene or play: Emotional Preparation. Finally, actors will learn how to carry over what they have learned into a scripted scene.

Status as Graduate Theatre student is a prerequisite for this class.

Graduate acting and direction students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series and workshop productions. Acting students constitute the casting pool for the school.

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Status as Graduate Theatre student is a prerequisite for this class.

MFA Workshop I (2) is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

MFA Workshop (2) is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.
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Status as Graduate Theatre student is a prerequisite for this class.

One quarter hour. Students learn the fundamental of hand-to hand combat and weaponry with a focus on developing skills safely and effectively for the stage.

Status as Graduate Theatre student is a prerequisite for this class.

This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.

Status as Graduate Theatre student is a prerequisite for this class.

This course covers the basics of the directing process with an emphasis on textual analysis. Lecture discussion and performance projects are utilized to develop a common understanding and vocabulary useable in the wide variety of theatrical situations the contemporary director is likely to confront. The final project of the class is the direction of a short play.

Status as Graduate Theatre student is a prerequisite for this class.

This workshop for graduating and performance students is designed to renew the student's relationship with the foundation of the training program: Spolin-based improvisational work. There is a particular emphasis on the use of games as a stimulus for spontaneity, strong playing relationships and trouble shooting within the rehearsal process.

Status as Graduate Theatre student is a prerequisite for this class.
**PRF 591**
**DIRECTING THEORIES**
**Graduate**
This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, student learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 592**
**DIRECTING THEORIES**
**Graduate**
This course is designed to introduce students to the history of stage directing as an independent art form and to the key directorial thinkers of Western theatre. Through both lecture and practice, student learn the theories and techniques of such innovators as Stanislavski, Meyerhold, Craig Artaud, Brecht, Clurman, Grotowski, Brook, LeCompte, and Bogart.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 599**
**INDEPENDENT STUDY**
**Graduate**
Independent Study

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 611**
**GRADUATE ACTING II: CLASSICAL**
**Graduate**
The goal of this year-long course in Heightened Text/Classical Acting is to join the emotional, physical and imaginative life of a role with the technical skills needed to express that character to its fullest. This is achieved through rigorous foundation work and applying the basic tenets of acting to the acting of plays in verse; making strong choices that are grounded in the text, establishing a connection to the scene partner, listening and responding to what is happening in the scene, and integrating the work done in other voice, speech and movement classes.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 612**
**GRADUATE ACTING II: CLASSICAL**
**Graduate**
In winter quarter, students work with dramatic monologues, explore and study Shakespeare's prose and scenes from the Jacobean playwrights John Webster, John Ford and Thomas Middleton. Though prose lacks meter, it has its own rhythm, in part defined by punctuation and rhetorical shape. Finding that rhythm of thought is essential to the clarity and life of the prose. With prose, as with meter, rhetoric, and imagery, we approach the work through both brain and body: balancing analytical and physical techniques for understanding and harnessing the dynamics of Shakespeare's language.

Status as Graduate Theatre student is a prerequisite for this class.

**PRF 613**
**GRADUATE ACTING II: CLASSICAL**
**Graduate**
The spring quarter will focus on comedies by Shakespeare, Moliere, Sheridan, Wilde and Coward. Students will call upon all of the truth-seeking, risk-taking and relish-making that comedy and heightened language requires. Only farce and commedia are larger. The resulting agility with text provides a firm foundation for confident performance of all classical and modern roles. Exploration of Shakespeare's comedies will include collaboration with M.F.A. Directors with scenes to be presented as an invited-audience showing.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 614
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 615
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 616
THE DIRECTOR AND THE ACTING PROCESS
Graduate
This year-long class focuses on how the director helps the actor. Through both participation and observation in this undergraduate scene study class taught by a senior member of the acting faculty, the directing student acquires the skills and strategies necessary in helping the actor personalize and embody the text.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 617
DIRECTING: SCENE STUDY
Graduate
This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 618
DIRECTING: SCENE STUDY
Graduate
This is a two-quarter classic play scene study class. MFA directors will learn a variety of techniques in staging, text analysis, and working with actors. Directors will work with a variety of modern writers including Chekov, Ibsen, Miller, and O'Neill. They will also investigate working with heightened text including Moliere, Shakespeare, and the Greeks.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 619
THE DIRECTOR AND THE NEW PLAY DEVELOPMENT PROCESS
Graduate
This course is offered every other year and explores the director's role in the development of new plays. MFA Directors work with professional playwrights on new work. Directors are introduced to the many ways they may be charged with presenting new work, including table readings, staged readings, workshops, designed workshops and world premieres. Over the course of the quarter, directors rehearse and present one sit-down reading and one staged reading. Additionally, students rehearse and present a staged reading in a professional situation.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 621
GRADUATE MOVEMENT II
Graduate
Movement work focused on the exploration of effort/shape and how to function within the boundaries of form. Period dances, manners, and clothing will be explored and the creation of specific worlds (styles) will be emphasized.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 622
GRADUATE MOVEMENT II
Graduate
Movement work focused on the exploration of effort/shape and how to function within the boundaries of form. Period dances, manners, and clothing will be explored and the creation of specific worlds (styles) will be emphasized.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 623
GRADUATE MOVEMENT II
Graduate
Movement work designed to further the work in period dances, manners, and the creation of specific worlds (styles) with an emphasis on the student taking greater control of this research and its implementation into action. Full Body awareness through movement lessons is continued. Imaginative use of self is also channeled through character mask work.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 631
GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor’s voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor’s growing emotional and vocal capabilities.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 632
GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor’s voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor’s growing emotional and vocal capabilities.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 633
GRADUATE VOICE AND SPEECH II
Graduate
Intensive, individualized work on the development of the full range of the actor’s voice. The second half of the Linklater progression is explored in depth. Texts are chosen that place greater demands on the actor’s growing emotional and vocal capabilities.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 641
GRADUATE ACTING II: MYTH, FABLE, & FOLKLORE IN DRAMA
Graduate
This course explores the world of archetype, performance and magic in drama across boundaries of time and tradition. Inspired by folktales, myths, oral poetry and rituals from many traditions, the students develop original and play-based theatrical work both solo and ensemble. Resources include the traditional stories of African, Asian, South American, European and American literature, as well as plays from modernity that explore a mythic or folkloric basis.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 642
GRADUATE ACTING II: TRAGIC FOCUS FROM 1700 TO 1950
Graduate
This course explores a broad swath of tragic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow tragic shape and perform them in scene study form.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 643
GRADUATE ACTING II: COMIC FOCUS FROM 1700 TO 1950
Graduate
This course explores a broad swath of comic-focused dramatic material from Restoration through 1950. The students select scenes from plays that follow comic shape and perform them in scene study form.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 661
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 662
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 663
REHEARSAL AND PERFORMANCE II
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 671
MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)
Status as Graduate Theatre student is a prerequisite for this class.

PRF 672
MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
Graduate
MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)
Status as Graduate Theatre student is a prerequisite for this class.
MFA WORKSHOP II: ACTOR AS ENTREPRENEUR
Graduate

MFA Workshop is a flexible laboratory time period designed to accommodate a number of possibilities of workshops, lectures, and demonstrations with guest artists mainly from the Chicago theatre community and beyond. MFA Workshop also accommodates a number of projects generated by the MFA Acting students themselves. As MFA Workshop is a process class, projects and workshops may or may not result in a showing. (Some activities in the class will combine MFA I and MFA II students and some will be specific to each class.)

Status as Graduate Theatre student is a prerequisite for this class.

ADVANCED STAGE COMBAT
Graduate

In this course students will continue their study of unarmed and rapier-&-dagger techniques, as well as adding a third weapon discipline as taught by The Society of American Fight Directors (past options have included knife, broadsword, quarterstaff, small sword) for use in stage and film performance. The students will perform choreography in all three disciplines, in scenes which they themselves select but which are choreographed by the instructor. The students are then given the opportunity to take the SAFD’s Skills Proficiency Test for all three weapons, with an outside adjudicator, in the hope of reaching ‘Actor Combatant’ status within the SAFD.

Status as Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

Status as Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

Status as Graduate Theatre student is a prerequisite for this class.

DIRECTING II
Graduate

A laboratory class in which student directed scenes are rehearsed and presented for discussion and criticism. Several cuttings are directed during the year.

Status as Graduate Theatre student is a prerequisite for this class.

INTERNSHIP
Graduate

The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 691
DIRECTING SEMINAR
Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

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Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 693
DIRECTING SEMINAR
Graduate
This course provides the opportunity for all three years of MFA directors and directing faculty to share, discuss and investigate particular and immediate aspects of directing. The course provides a forum for directors to discuss current rehearsal processes and trouble-shoot with their colleagues and instructor. Additionally, directing students reflect on, discuss and receive feedback from their colleagues and instructor on production work. The second half of the course focuses on honing a specific directorial skill or exploring new directorial territory. This component changes quarterly at the discretion of the instructor.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 711
GRADUATE ACTING III: COMPANY CREATION
Graduate
This course is a journey with toolbox through creating and producing ensemble-based theater. Students follow two pathways: creating theater and producing theater. The path of creating follows on the self-generated work of MFA I and II Workshops, empowering the class to imagine and rehearse an original piece of theater through an invented process. Weekly rehearsal meetings build the piece into a "producer's rehearsal" at the end of the quarter. The path of producing introduces the class to tools necessary for mounting theater in Chicago or elsewhere. Using the piece under construction as their example, the students delegate and coordinate work on mission statement, company structure/contracts, by-laws, board formation, not-for-profit/tax-exempt status, grant writing, fundraising, space rental, rehearsal process, press relations, advertising, audience development, festivals, transfers, documentation, and touring.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 712
GRADUATE ACTING III: PROFESSIONAL PREPARATION
Graduate
This course follows on the Audition class from fall quarter bringing the students into simulated auditions for weekly guests including professional casting directors, casting agents, talent managers, artistic directors, and filmmakers from Chicago and beyond. Feedback will focus on empowering the actors to strengthen their approach, courage, effectiveness and flexibility in the casting process as felt in the "real world."

Status as Graduate Theatre student is a prerequisite for this class.
PRF 713
GRADUATE ACTING III: ADVANCED IMPROVISATION
Graduate
This intensive course capstones the impulse work and Spolin-based work from MFA I Improvisation by updating the class to improvisational forms that extend beyond scenic and sketch. Mining the rich and still-unfolding history of Chicago improvisation, students flex their creative muscles by exploring long-form improvisational models and unique multi-scenic structures.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 714
AUDITION
Graduate
This studio-based class introduces the student to multiple forms of audition practiced in professional theater as well as those forms practiced in film, television, and commercials. Students train rigorously with monologues, cold readings, callback scenes, copy reading, and reader-style auditions in weekly class simulations. The course will cover methods for researching and attending auditions, finding and preparing suitable material, as well as handling the audition process professionally and successfully. Discussions of “type,” “color-blind casting,” manager/agent relationships, and ethical concerns of auditions will be included.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 716
GRADUATE SHOWCASE
Graduate
Through the rehearsal process, graduate acting majors prepare monologues and scenes, culminating ultimately in a showcase for an invited audience of casting directors, agents, and directors.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 720
ACTING FOR THE CAMERA
Graduate
"Film acting" prepares the student for the professional world in front of the camera. Working in front of the camera(s), the student learns the different techniques between stage and film techniques and the differences, between soaps, sitcoms, commercials, and features. The student is also exposed to life on the set, contracts, agents, managers and steps to finding work. This class is a bridge for the student from the classroom to the professional world.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 721
GRADUATE MOVEMENT III
Graduate
The technique of movement to music will be used to: stimulate the actor's imagination, experiment with the identification, translation, and articulation of creative impulses, intensify ensemble work, expand the range of expression and strengthen and condition the body.

Status as Graduate Theatre student is a prerequisite for this class.

PRF 722
GRADUATE MOVEMENT III
Graduate
An independent study of movement for the actor.

Status as Graduate Theatre student is a prerequisite for this class.
PRF 723
GRADUATE MOVEMENT III: PILATES
Graduate
This is a finishing level movement class that is taught by certified instructors at a nearby studio. Working on Pilates equipment ("reformers", etc.), this class offers the student a chance to further learn about efficient patterns of motion while creating an evenly conditioned body. Pilates helps the student develop strong core muscles and build strength without "bulking up". This class will draw upon the student's previous movement classes by challenging their awareness, levels of inquiry and physical decisions in a non-theatrical movement class.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 724
GRADUATE MOVEMENT III: PILATES
Graduate
This is a finishing level movement class that is taught by certified instructors at a nearby studio. Working on Pilates equipment ("reformers", etc.), this class offers the student a chance to further learn about efficient patterns of motion while creating an evenly conditioned body. Pilates helps the student develop strong core muscles and build strength without "bulking up". This class will draw upon the student's previous movement classes by challenging their awareness, levels of inquiry and physical decisions in a non-theatrical movement class.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 731
GRADUATE VOICE AND SPEECH III
Graduate
Students continue to develop professional skills through singing.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 732
GRADUATE VOICE AND SPEECH III
Graduate
Students acquire flexibility in role development through vocal exploration.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 733
VOICEOVER
Graduate
The course is designed to continue the development of professional skills through the study of voiceover.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 761
REHEARSAL AND PERFORMANCE III
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.
Status as Graduate Theatre student is a prerequisite for this class.

PRF 762
REHEARSAL AND PERFORMANCE III
Graduate
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.
Status as Graduate Theatre student is a prerequisite for this class.
PRF 763  
REHEARSAL AND PERFORMANCE III  
Graduate  
Graduate acting and directing students are continually involved in rehearsal and performance of plays in the Showcase, the Playworks series, and workshop productions. Acting students constitute the casting pool for the school.  

Status as Graduate Theatre student is a prerequisite for this class.

PRF 771  
SEMINAR: SPECIAL TOPICS IN DIRECTING  
Graduate  
According to the expertise of faculty and the needs and interests of advanced students, this course deals variously with selected topics in stage directing, including the history and development of stage directing as an independent art form, directing theory, and directing methodology.  

Status as Graduate Theatre student is a prerequisite for this class.

PRF 781  
THESIS PROJECT IN DIRECTING  
Graduate  
A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.  

Status as Graduate Theatre student is a prerequisite for this class.

PRF 782  
THESIS PROJECT IN DIRECTING  
Graduate  
A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.  

Status as Graduate Theatre student is a prerequisite for this class.

PRF 783  
THESIS PROJECT IN DIRECTING  
Graduate  
A year long research and performance project that culminates in a fully supported production and written thesis. The production is part of The New Directors Series presented for the general public.  

Status as Graduate Theatre student is a prerequisite for this class.

PSC 120  
THE AMERICAN POLITICAL SYSTEM  
Undergraduate  
A survey of the national political system, including discussions of the political beliefs and behavior of citizens, the constitutional structure, and national political processes.

PSC 140  
INTRODUCTION TO INTERNATIONAL RELATIONS  
Undergraduate  
Three main themes are dealt with: the nature of power in the international political system, conflict and conflict resolution in the system, and the basis of national foreign policy decisions. Issues of current importance, such as the likelihood of global war, conflict between rich and poor nations, and East-West relations, provide the substantive material to illuminate these main themes.
PSC 150
INTRODUCTION TO COMPARATIVE POLITICS
Undergraduate
This course focuses on the way in which political systems other than that of the United States operate. The common features of governments are identified and examined with special attention to such topics as political elites, political institutions, mass political behavior, political change and revolution. Examples are drawn from a wide range of political systems.

PSC 201
GEOGRAPHIC INFORMATION SYSTEMS
Undergraduate
An introductory-level course covering the fundamentals of Geographic Information Systems (GIS). Topics include GPS, remote sensing, data models (vector and raster), coordinate systems, and map design. Instruction is accomplished through lectures and hands-on computer lab exercises using ArcGIS. Cross-listed with GEO 241.

LSP 120 or HON 180 or (MAT 130 or above) is a prerequisite for this course.

PSC 205
STATISTICS FOR THE SOCIAL SCIENCES
Undergraduate
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. Cross-listed with SOC 279.

MAT 100 or higher or placement by test is a prerequisite for this class.

PSC 213
POLITICAL SOCIALIZATION
Undergraduate
This course considers the social institutions important for the political development of individuals. The political significance of institutions such as the family, the school and the work place will be examined. (Please note that the catalog number for this course was changed from PSC 219 to PSC 213 effective Autumn, 2001)

PSC 214
POLITICS AND MULTICULTURALISM
Undergraduate
This course examines the theoretical and practical dilemmas facing multicultural societies, with special emphasis on the United States. Special attention is paid to questions of identity, integration, and separatism.

PSC 216
AMERICAN POLITICAL CULTURE
Undergraduate
An examination of the shared symbol systems that provide meaning and structure for political life. Key historic cultural concepts, such as individualism, materialism and mobility will be considered, and their connections to contemporary popular culture explored.

PSC 217
WOMEN AND POLITICS
Undergraduate
This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex- and gender-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and "women's" political issues are also evaluated. Particular attention is given to women and politics in the United States.

PSC 218
AFRICAN-AMERICAN POLITICS
Undergraduate
This course discusses the nature and scope of African-American politics. Major topics include the radical, liberal, moderate and conservative wings of African-American political discourse, the civil rights movement and its aftermath, the rise of African-American mayors, and presidential politics. An historical survey of African-American politics, and the factors that have shaped them, may also be included.
PSC 219
TOPICS IN POLITICAL CULTURE
Undergraduate
The course focuses on specific themes or concerns in politics and culture. Variable topics.

PSC 220
THE AMERICAN PRESIDENCY
Undergraduate
An examination of the structure of the presidency, its relationship to other political and social institutions, and the way in which that office is shaped by individual presidents.

PSC 221
CONGRESS AND THE LEGISLATIVE PROCESS
Undergraduate
This course provides an analysis of congressional elections, the structure and operation of the United States Congress, the behavior of its members, and the relationship of the Congress to interest groups, the public, the President and the bureaucracy.

PSC 222
POLITICAL PARTIES AND ELECTIONS
Undergraduate
The course explores the changing nature and function of political parties in the United States, factors that affect individual and aggregate vote choice, and the electoral process.

PSC 223
URBAN POLITICS
Undergraduate
Communities running the gamut from small towns through urban neighborhoods to big cities are examined with reference to their structures of government, systems of political influence, and public policy issues.

PSC 224
BUREAUCRACY AND POLITICS
Undergraduate
This course examines the ways that administrative organizations participate in and influence the policy-making process and the common forms of politics within bureaucracies.

PSC 225
STATE POLITICS
Undergraduate
The formal structures of government and political behavior found among the fifty states and their local subdivisions are surveyed.

PSC 229
TOPICS IN AMERICAN POLITICS
Undergraduate
This course discusses selected topics in American politics.

PSC 230
CLASSICAL POLITICAL THOUGHT
Undergraduate
Political thought of the ancient, medieval and early modern period including Plato, Aristotle, Cicero, St. Thomas, and Machiavelli.

PSC 231
MODERN POLITICAL THOUGHT
Undergraduate
Political thought of the modern period including Hobbes, Locke, Rousseau, Hume, Burke, Mill, and Marx.
PSC 233
POLITICAL IDEAS AND IDEOLOGIES
Undergraduate
An introduction to the enduring political issues confronted by major theorists and political traditions. (Please note that the catalog number for this course was changed from PSC 203 to PSC 233 effective Autumn, 2001.)

PSC 234
FREEDOM AND EMPOWERMENT
Undergraduate
Considers different models for the distribution of power including forms of classic and modern elitism and representative and democratic theories. Explores issues of citizenship, community, participation, representation and constitutionalism. The dynamic of inclusion and exclusion within society are addressed as well as theories that point to political, economic, and cultural liberation.

PSC 235
EQUALITY AND SOCIAL JUSTICE
Undergraduate
Considers how societies distribute social goods of power, status, wealth, and informal resources and models of just distribution utilized in classic and modern political theory. Shifts in the meaning of social justice over the course of history and the critical contests over this issue are addressed, as well as the emergence of new models focusing on regional and global concerns. The major concepts including capitalism, socialism and meritocracy are considered.

PSC 236
LEGITIMACY AND CRISIS
Undergraduate
Considers how states achieve validation with their members and maintain that validation through such mechanisms as socialization, education, information flow, civil religion, and war. Theories of social crisis that challenge regime legitimacy are considered as well as issues of revolution, counterrevolution, and regime stabilization.

PSC 239
TOPICS IN POLITICAL THOUGHT
Undergraduate
Variable topics.

PSC 242
AMERICAN FOREIGN POLICY
Undergraduate
An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities and constraints presented by the international environment are also considered.

PSC 243
RUSSIAN FOREIGN POLICY
Undergraduate
This course will probe the institutions, objectives and techniques which are reflected in contemporary Russian external policy. Economic, military and cultural dimensions will augment the primarily political focus of the course. One segment of this course examines Russian - American relations today.

PSC 244
LATIN AMERICAN-UNITED STATES RELATIONS
Undergraduate
This course analyzes the dual thrust of Latin American foreign relations: toward autonomy and “third world” nationalism on the one hand, and interdependence and integration on the other. The course analyzes the background of Latin American-United States relations in the 20th century, and also gives attention to the new relationships and issues emerging among Latin American states.
This course examines the content and domestic and international contexts of the foreign policies of Western European nations, NATO, and the European Union.

This course surveys the international relations of selected Asian countries. For each country, the course presents the basic historical background shaping foreign relations, introduces the external and domestic influences on foreign policy, and identifies emerging international challenges. It examines both the economic and military-security dimensions of Asian foreign relations.

This course discusses selected topics in the area of international relations.

An overview of select Western European political and economic systems (including those of Britain, France and Germany); examination of the European Union and relations between Western Europe and the international community.

This course offers an overview of the fundamental premises, structures and political developments in Russia. Special attention is given to issues of transition from Communism to the new reality, and the emphasis is on contemporary politics. Key issues include the place of the military, economic and business patterns, health, education, and gender.

An examination of the history of Latin America and the major institutions, social sectors, and actors that shape the political life of the region. The course focuses on the development of revolutionary regimes and movements as well as military regimes and their demise during the transition to democracy.

An introduction to contemporary government and politics in Asia, focusing on China and Japan, with comparative reference to other Asian and non-Asian political systems. Special attention will be made to the emerging political and economic role of the Pacific Rim.

An introduction to African politics. The course will focus on the basic concepts, issues, and theoretical models used in studies of the dynamics of government and politics in Africa from the precolonial era to the contemporary period.

This course explores contemporary political issues in the Middle East. It includes country profiles, a review of the Arab-Israeli conflict, analysis of opposing viewpoints about the revival of Islam and about Islamic fundamentalism, and the region's position in the emerging new world order.
PSC 259  
COUNTRY STUDIES  
Undergraduate  
Intensive study of the politics of one foreign nation.

PSC 260  
LAW AND THE POLITICAL SYSTEM  
Undergraduate  
An examination of the American judicial system with special attention to the role of the Supreme Court in American politics, the personnel of the American legal system, the problem of crime and the nature of the criminal justice system, and selected issues in constitutional law, including discrimination, privacy, family life, and freedom of speech, press, assembly and religion.

PSC 261  
FIRST AMENDMENT RIGHTS  
Undergraduate  
A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly and religion.

PSC 262  
RIGHTS OF DEFENDANTS  
Undergraduate  
A discussion and analysis of Supreme Court decisions interpreting the meaning of the phrase "due process of law" and the various specific provisions protecting the rights of criminal defendants.

PSC 263  
EQUAL PROTECTION OF THE LAWS  
Undergraduate  
A discussion and analysis of Supreme Court decisions interpreting the meaning of the Equal Protection Clause of the 14th Amendment and resolving issues of race and sex discrimination, school segregation, and the status of indigents in American law.

PSC 269  
TOPICS IN PUBLIC LAW  
Undergraduate  
This course discusses selected topics in the area of public law.

PSC 282  
POLITICAL ACTION AND SOCIAL JUSTICE  
Undergraduate  
This course combines community-based service learning with readings, lectures and classroom discussions to investigate the nature of social justice and the extent to which individual and community political action can promote it. (Please note that the catalog number for this course was changed from PSC 396 to PSC 282 effective Autumn, 2001.)

PSC 284  
MOCK TRIAL: CIVIL LAW  
Undergraduate  
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 284 focuses on civil law, cases, and procedures.
PSC 285
MOCK TRIAL: CRIMINAL LAW
Undergraduate
Mock Trial is a co-curricular activity involving intercollegiate competitive simulation of court cases. This course is taught by attorneys and gives students a chance to learn first hand about the work of trial attorneys, understand the judicial system, examine the anatomy of the litigation process, develop critical thinking skills, enhance their communication skills, and participate in simulated trial experiences. Students will learn and practice the basic elements of trial advocacy, including opening statements, direct and cross-examination of witnesses, objections, and closing arguments. PSC 285 focuses on criminal law, cases, and procedures.

PSC 286
CAMPAIGNS AND SOCIAL ENGAGEMENT
Undergraduate
This course examines political campaigns and participation in the United States, the role of civic engagement in a representative and democratic political system, and the ethics of political campaigns. Students engage in an experiential project including participation in a political organization.

PSC 288
BIKING, POLITICS AND POLICY
Undergraduate
This class focuses on biking, politics and transportation policy. Through reading, riding, and reflection, students will examine and experience policies that generate bike friendliness. They will also meet with political actors and interest groups that contribute to continuing policy development. The bike’s potential contribution to a green future and to alleviating the political problems of allocating scarce finite resources will also be assessed.

PSC 289
GROUP INTERNSHIP SPECIAL TOPIC
Undergraduate
Various internships.

PSC 299
SPECIAL TOPICS
Undergraduate
SPECIAL TOPICS

PSC 300
POLITICAL ANALYSIS AND RESEARCH
Undergraduate
An introduction to the scientific method as applied in political science research. Among the topics covered are distinctions between normative and empirical statements, techniques for gathering data, basic data analysis, and interpretation of statistical results. This course is strongly recommended for students considering graduate study.

PSC 305
WRITING IN POLITICAL SCIENCE
Undergraduate
Good writers intensively revise their work. This class will improve students’ writing through instruction and revision. The course is intended for students intending to go to law or graduate school or who struggle with writing papers in political science.

PSC 310
POLITICAL CULTURE AND DEVELOPMENT
Undergraduate
Examines the theoretical and empirical linkages between development and culture. Development remains a hotly contested concept, as its relationship with “culture,” or the norms, customs, practices and institutions that govern social relations in a particular society. The relationship between culture and development poses significant challenges to students of international and comparative political economy, especially in an era of unprecedented globalization.
PSC 312
CREATING CHANGE: CONTEMPORARY GAY, LESBIAN, BISEXUAL & TRANSGENDERED POLITICS (CROSS-LST W/ WMS 332)
Undergraduate
Explore the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. (cross-list with WMS 332)

PSC 319
ADVANCED TOPICS IN POLITICAL CULTURE
Undergraduate
Various topics in political cultures.

PSC 321
MASS MEDIA AND AMERICAN POLITICS
Undergraduate
The rise, fall and manipulation of public opinion and voting behavior, with special attention given to the mass media.

PSC 322
URBAN POLICYMAKING
Undergraduate
U.S. urban policy is examined from the standpoints of program objectives, the mechanics of their evaluation, and the barriers to their effective implementation.

PSC 323
CHICAGO GOVERNMENT AND POLITICS
Undergraduate
The particular socioeconomic characteristics of Chicago are linked with its formal government structure, informal political style, and prominent public issues. To enhance this analysis, comparisons with other U.S. cities are employed.

PSC 324
INEQUALITY IN AMERICAN SOCIETY
Undergraduate
This course examines the nature and extent of inequality in American society and explores various psychological, political, social, and economic theories which attempt to explain the existence of this phenomenon.

PSC 325
LATINO POLITICAL EMPOWERMENT
Undergraduate
An in-depth, critical examination of the politics and identity of Latinos in the United States. Major topics include the emergence of Latino communities, the political economy of Latino communities, and institutions and processes of contemporary Latino politics.

PSC 327
PUBLIC OPINION
Undergraduate
An in-depth look into how individuals form opinions, how researchers attempt to measure attitudes, what the public thinks about a variety of social and public policy issues, and the role that public opinion plays in American society, politics and our notions of democracy.

PSC 328
ADVANCED TOPICS IN AMERICAN POLITICS
Undergraduate
Advanced topics In American politics.
PSC 329
ADVANCED TOPICS IN PUBLIC POLICY
Undergraduate
Advanced Topics In Public Policy.

PSC 330
AMERICAN POLITICAL THOUGHT
Undergraduate
An examination of the enduring problems of American political thought from colonial time to the present, including puritanism, constitutionalism, Calhoun, populism, socialism, Social Darwinism, and pragmatism.

PSC 331
CONTEMPORARY POLITICAL THOUGHT
Undergraduate
An intensive seminar discussion of selected political and social thought of contemporary significance drawn from main currents of liberalism, conservatism, socialism, fascism, anarchism, and existentialism.

PSC 333
MARXISM
Undergraduate
An analysis of Marxist political and economic thought as represented by the writings of Marx, Lenin, Trotsky, Lukacs, Sartre. Primary texts will be examined, and their application to the contemporary setting considered.

PSC 334
LATIN AMERICAN POLITICAL THOUGHT
Undergraduate
An historical survey of important themes in political thinking in Latin America. The readings draw upon literature and the writings of political actors and theorists.

PSC 335
THEORIES OF THE CHURCH (CROSS-LISTED AS CTH 209)
Undergraduate
This course deals with the theological, social, and political implications of ecclesiology, or "theories of the church". Students will explore ideas about the origins and purposes of the Church, notions of authority and membership, matters of church and state, and more. The impact of Marxist, feminist, and conservative ideologies on understandings of the church may also be explored. The course will integrate theological, sociological, and political methods of analysis. Cross-listed as CTH 209.

PSC 336
AFRICAN-AMERICAN POLITICAL THOUGHT
Undergraduate
Considers black political thought through a variety of ideological, political, legal and historical perspectives. First explores early efforts by blacks to challenge the racialized limitations of America's core principles of liberty, equality and democracy in the contexts of abolitionism, the women's suffrage movements, Manifest Destiny, and American industrialism. Then concentrates on the evolution of contemporary black political thought, with an emphasis on both conceptual diversity and continuity over time.

PSC 337
CHRISTIAN POLITICAL THOUGHT
Undergraduate
An exploration of key themes, thinkers and movements in the Christian tradition's engagement with power, governance, authority, and allegiance. Students explore scriptural and early church sources, important pre-modern theologians like Augustine and Aquinas, Reformation figures including Luther and Calvin, and contemporary philosophers, theologians and topics.
PSC 338
POLITICS AND LITERATURE
Undergraduate
This course investigates themes in politics through the perspective of major works of literature. The emphasis is on the ways in which writers utilize the imaginative process to represent and investigate the working of society, culture, the individual, the public and private realms, and relationships in order to convey a complex understanding of political values and processes in their eras.

PSC 339
ADVANCED TOPICS IN POLITICAL THOUGHT
Undergraduate
Advanced topics in political thought.

PSC 340
THE EUROPEAN UNION
Undergraduate
This course examines the history, institutional structures and processes, and policies of the EU. It will look at how the EU is unique, sharing characteristics of states and of international organizations.

PSC 342
ARMS, SECURITY, AND WAR
Undergraduate
Focus is on the military dimensions of international politics, such as nuclear and conventional deterrence, arms races, arms control, alliances, and American defense policy, and how those affect war and peace.

PSC 344
WORLD POLITICAL ECONOMY
Undergraduate
Political conflicts over trade relations, global inequality, development, growth, inflation, and scarcity are analyzed, with special emphasis placed on a description of the institutions and processes that shape international economics.

PSC 345
THE CATHOLIC CHURCH IN WORLD POLITICS (CROSS-LISTED AS CTH 386)
Undergraduate
This course seeks to familiarize students with major theories, research traditions, and issues regarding the role of Catholicism in the contemporary world. It will assess the role of various levels and actors with the Church--the Vatican, priests and nuns, lay groups and movements, activists, and others--in working as forces of social change/stability in matters of world politics, economics, and culture. The course will also consider the impact of globalization and other transnational processes on the activities and options of Catholic institutions and actors.

PSC 346
THE UNITED NATIONS AND WORLD PROBLEMS
Undergraduate
This course will examine the historical and theoretical foundations of the United Nations, particularly in light of the changing problems and issues that confront the global community, such as international peace and security, global economic inequality, and environmental and human rights norms.

PSC 347
ETHICS IN WORLD POLITICS
Undergraduate
Drawing on general theories of international relations and historical cases, this course examines both the forces that inhibit the development and effectiveness of ethical norms at the international level and the conditions under which such norms develop and affect the behavior of states and other actors.
PSC 349
ADVANCED TOPICS IN INTERNATIONAL RELATIONS
Undergraduate
Advanced topics in international relations.

PSC 351
REVOLUTION AND TERRORISM
Undergraduate
Aspects of revolution, emphasizing contemporary cases, including units on ideology, leaders, followers, organization, techniques, weapons, causes and theories of revolution.

PSC 353
COMPARATIVE DEMOCRACY AND DICTATORSHIP
Undergraduate
This course compares democracies and dictatorships in order to ascertain how they differ and what are the requisite conditions for each type of political system. Among the concepts to be examined are elections, participation, distribution of resources, corruption, and transparency.

PSC 354
POLITICAL REPRESENTATION IN COMPARATIVE PERSPECTIVE
Undergraduate
A comparative treatment of those processes and institutions that comprise the representative system, including executives, legislatures, political parties, coalitions, and elections.

PSC 355
STATE AND NATION BUILDING
Undergraduate
This course examines the origin, nature and strategies of state formation in general, with particular emphasis on African state processes.

PSC 356
ETHNIC CONFLICT IN THE THIRD WORLD
Undergraduate
This course examines the nature, causes, and consequences of ethnic conflict in "Third World" nations, including conflict resolution in the presence of ethnic and racial cleavages.

PSC 357
EASTERN EUROPE IN TRANSITION
Undergraduate
This course covers the causes of the "democratic" revolutions in 1989 and the processes of change in Eastern Europe as those countries transform from Soviet-model political systems to other forms of politics. The course will cover economic and social developments within those nations as well as relevant changes in their international environments.

PSC 358
GLOBAL GENDER ISSUES
Undergraduate
This course examines how inequalities between women and men are connected to the global politics of power, security, the political economy, and ecology. It focuses on the theoretical and practical linkages between "women's issues" and political matters such as wars of secession, arms proliferation, global economic recessions, and environmental degradation. Questions of the nature of power, abuses of human rights, the human costs of global inequality, and the meaning of a just world order are explored.

PSC 359
ADVANCED TOPICS IN COMPARATIVE POLITICS
Undergraduate
Advanced topics in comparative politics.
PSC 361
INTERNATIONAL LAW
Undergraduate
The nature, sources, and applications of international law in the international community, including issues of recognition, territory, jurisdiction, settlement of international disputes, diplomatic agents, intervention and the use of force.

PSC 362
THE CRIMINAL JUSTICE SYSTEM
Undergraduate
An overview of the important features of the American criminal justice system, including the role of police, courts and corrections. The course analyzes conventional and alternative definitions of crime and explanations for criminal behavior. An examination of race and class issues as they relate to criminal justice, and their implications for public policy, is also included.

PSC 363
WOMEN AND THE LAW
Undergraduate
This course investigates the variety of ways in which women come into relation with the law, focusing on laws and judicial decisions dealing with equal opportunity. Cross-listed as WGS 326.

PSC 364
COMPARATIVE PROTECTION OF INDIVIDUAL RIGHTS
Undergraduate
This course will compare the status of individual rights in Britain, the United States, and Canada, and under the European Convention on Human Rights. Course materials will consist of judicial decisions and other materials on specific areas of civil liberties.

PSC 365
VOTING RIGHTS AND THE LAW
Undergraduate
Explores the legal and political struggles of two originally disenfranchised groups-women and African Americans-to gain access to the ballot, and what their struggles reveal about American law, politics and society. This course is also intended to familiarize students with dominant legal theories, as well as introduce them to alternative approaches such as Critical Race Theory and Critical Feminist Theory. The readings include Supreme Court opinions, legal theories of voting rights jurisprudence, political theories of representation, and historical narratives.

PSC 366
NATIONAL SECURITY AND THE U.S. CONSTITUTION
Undergraduate
Explores the relationship between the U.S. Constitution and the government’s responsibility for the protection of national security. The course examines the constitutional doctrine of separation of powers and the respective roles of Congress, the President, and the courts in the conduct of foreign policy and the use of military force. It also examines the relationship between national security and protection of various rights, including freedom of speech, freedom of the press, privacy, and personal liberty.

PSC 367
IMMIGRATION LAW
Undergraduate
Examines the various legal categories under the U.S. Immigration and Nationality Act that permits persons to be admitted to the United States either temporarily or permanently. It also examines U.S. policies toward illegal immigration and the rights of aliens after the 9/11 terrorist attacks.

PSC 369
ADVANCED TOPICS IN PUBLIC LAW
Undergraduate
Advanced topics in public law.
PSC 385
PUBLIC POLICY: FIELD STUDIES
Undergraduate
This course focuses on the interrelationship between public policy, human values, and nature as displayed through environmental policy governing our national parks. Special attention is given to the cultural dynamics (including political and legal) that are demonstrated in how public policies have been created and implemented over time in regards to our national parks.

PSC 390
CAPSTONE SEMINAR
Undergraduate
Senior capstone seminar.

PSC 390
CAPSTONE SEMINAR
Undergraduate
Senior standing is a prerequisite for this class.

PSC 392
INTERNSHIP
Undergraduate
By arrangement.

PSC 392
INTERNSHIP
Undergraduate
Variable credit.

PSC 393
HONORS SEMINAR
Undergraduate
Variable credit.

PSC 394
SENIOR THESIS
Undergraduate
Variable credit.

PSC 395
TRAVEL/STUDY
Undergraduate
By arrangement with sponsoring faculty, foreign and domestic tours or residence programs may be combined with lectures, readings, and research assignments. Variable credit.

PSC 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

PSY 105
INTRODUCTORY PSYCHOLOGY I
Undergraduate
Introduction to the history and science of psychology; human development through the life span; learning, memory, thinking, language, and intelligence; personality; social psychology. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.

PSY 106
INTRODUCTORY PSYCHOLOGY II
Undergraduate
Introduction to the history and science of psychology; neuroscience and behavior; sensation and perception; states of consciousness; motivation and work; emotion; stress and health; psychological disorders; therapy. PSY 105 and PSY 106 will include a research participation requirement of no more than six hours. PSY 105 and PSY 106 may be taken in either order; one is not a prerequisite for the other.
PSY 210  
PSYCHOLOGY OF BUSINESS AND INDUSTRY  
Undergraduate  
Applications of theories and methods of psychology to the study of human behavior in business, industry and other work environments. Cannot be used as psychology major course.

PSY 105 or 106 is a prerequisite for this class.

PSY 213  
LESBIAN, GAY, BISEXUAL AND TRANSGENDER PSYCHOLOGY  
Undergraduate  
Overview of psychological and social issues relevant to lesbian, gay, bisexual, and transgendered (LGBT) individuals and communities. The course will examine key concepts, LGBT psychological research, and efforts to promote liberation and well being.

PSY 215  
HUMAN SEXUALITY  
Undergraduate  
Historical, cultural, psychological and physiological aspects of human sexuality. Cannot be used as psychology major course.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 218  
PSYCHOLOGICAL PROBLEMS OF CONTEMPORARY FAMILY  
Undergraduate  
An overview of the major psychological issues facing the contemporary family. Cannot be used as psychology major course.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 220  
LATINA/O PSYCHOLOGY  
Undergraduate  
The purpose of this course is to examine the psychological research literature on the mental health and well being of Latina/o populations in the United States. A number of relevant topics will be examined, including the current state of Latinas/os in psychology, cultural characteristics and values, immigration, acculturation, ethnic identity, stereotypes and discrimination, health, and education. The goal of this course is for students to be better equipped in understanding the factors that influence the psychology of the Latina/o population.

PSY 221  
ASIAN AMERICAN PSYCHOLOGY  
Undergraduate  
This course provides an overview of historical and current issues related to the psychology of Asian Americans. Factors such as changing demographics, ethnic identity and acculturation will be examined.

PSY 240  
STATISTICS I  
Undergraduate  
Descriptive and inferential statistics in the behavioral sciences.

(PSY 105 or PSY 106) and LSP 120 or equivalents are a prerequisite for this class.

PSY 241  
RESEARCH METHODS I  
Undergraduate  
Introduction to methods of psychological research to enable students to become more sophisticated consumers of research information. Students will learn and apply basic methodological concepts and skills. Students will conduct a non-experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

(PSY 105 or PSY 106) and (PSY 240 or MAT 242 or SOC 279 or MAT 137) are a prerequisite for this class.
PSY 242
RESEARCH METHODS II
Undergraduate
Design, execution, analysis and interpretation of psychology research, with an emphasis on experimental design. Students will conduct an experimental research project, analyze the data, and write a paper based on the project. PSY 241 and PSY 242 may be taken in either order; one is not a prerequisite for the other.

(PSY 105 or PSY 106) and (PSY 240 or MAT 242 or SOC 279) are a prerequisite for this class.

PSY 280
CONTEMPORARY ISSUES
Undergraduate
Psychological aspects of topics of current interest and relevance.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 302
PERSONAL ADJUSTMENT AND MENTAL HEALTH
Undergraduate
Psychological principles involved in personality and interpersonal adjustments. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 303
HUMAN DEVELOPMENT
Undergraduate
Principles of development from conception through maturity. May only be taken for credit toward psychology major by students in the Comprehensive Evening Program. May be taken as general elective by all students.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 305
PSYCHOLOGY AND SOCIAL JUSTICE
Undergraduate
This course is designed to provide students with both in-class and applied experience within the field of psychology, including an overview of psychology as an academic discipline. Offered every quarter.

PSY 105 or 106 is a prerequisite for this class.

PSY 306
SERVICE LEARNING
Undergraduate
This course is designed to provide students with both in-class and applied experience in a specific area of psychology. Course focuses on one particular topic per term, such as Mental Health Problems in Contemporary Society, Chronic Fatigue Syndrome, etc. Check course schedule for current offerings.

PSY 105 or 106 is a prerequisite for this class.

PSY 310
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER I
Undergraduate
This course is the first in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.
PSY 311
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 2
Undergraduate
This course is the second in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

PSY 312
CONNECTING WITH YOUTH THROUGH RESEARCH, ADVOCACY, AND SERVICE: QUARTER 3
Undergraduate
This course is the third in a three-quarter service learning sequence designed to teach students the latest research on stressors affecting low-income urban communities and effective strategies for making a difference in those communities. Students will put their learning into practice by connecting as mentors and advocates with low-income urban adolescents.

PSY 317
PSYCHOLOGY OF INTERPERSONAL RELATIONSHIP
Undergraduate
A review of psychological issues, theory, and research related to close relationships, e.g., attraction, love, attachment, friendship, sexuality, jealousy, conflict and power. Cross-listed with PSY 435.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 325
PSYCHOLOGY OF WOMEN
Undergraduate
A review of research and theory on women, including sexist bias in methodology, violence and discrimination against women, gender differences in power and nonverbal behavior in relationships.

PSY 105 or 106 is a prerequisite for this class.

PSY 326
PSYCHOLOGY OF MEN
Undergraduate
This course evaluates and investigates research and theory of the psychology of males in present society.

PSY 333
CHILD PSYCHOLOGY
Undergraduate
Infancy and childhood. Description and evaluation of principles and theories of development from conception through childhood.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 334
ADOLESCENT PSYCHOLOGY
Undergraduate
Biological, cognitive, emotional and social development. Covers theories and research on normal and abnormal development during adolescence.

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 340
STATISTICS II
Undergraduate
Introduction to advanced statistical techniques such as analysis of variance and regression models.

PSY 240 or equivalents is a prerequisite for this class.
PSY 341
METHODS IN QUALITATIVE RESEARCH (CROSS-LISTED WITH PSY 416)
Undergraduate
Methods in Qualitative Research (Cross-listed as Psychology 416). Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analyses. Application of parametric and nonparametric tests. Application of research findings to professional practice.

(PSY 105 or 106) and (PSY 240 or equivalents) and PSY 340 are a prerequisite for this class.

PSY 342
RESEARCH METHODS III
Undergraduate
Advanced research methods; topics will vary by instructor.

PSY 241 and PSY 242 are a prerequisite for this class.

PSY 343
INTRODUCTION TO PSYCHOLOGICAL MEASUREMENT
Undergraduate
Measurement in psychology; emphasis on standardization, reliability, validity; test and scale development.

PSY 241 and PSY 242 are a prerequisite for this class.

PSY 345
CULTURAL ISSUES IN PSYCHOLOGY
Undergraduate
Race and ethnic relations in the U.S. is not a fixed, static phenomenon, but rather a dynamic, ever-changing pattern of relationships. This course assists students in understanding the diversity, heterogeneity, and complexity of race relations in American society.

PSY 105 or 106 is a prerequisite for this class.

PSY 346
PSYCHOLOGY OF THE AFRICAN-AMERICAN CHILD (CROSS-LISTED WITH PSY 521)
Undergraduate
Development and socialization of the African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family and the child, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-listed with PSY 521.

PSY 105 or 106 is a prerequisite for this class.

PSY 347
SOCIAL PSYCHOLOGY
Undergraduate
Survey of social psychological theory and research on how individual behavior, thoughts, and feelings are influenced by the social context in which they occur.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 348
SOCIAL COGNITION AND MENTAL CONTROL
Undergraduate
Theory and research dealing with major aspects of social cognition and mental control, including social perception, stereotyping, memory and affect, as well as the self-control of thought, emotion and behavior. Cross-listed with PSY 560.

PSY 347 is a prerequisite for this class.
PSY 351
THEORIES OF PERSONALITY
Undergraduate
Survey of major personality theories with separate emphasis on clinically-derived and research-derived theories. Freudian psychoanalysis is especially emphasized in the clinical area. Personality research philosophy is presented separately and as part of the research-derived theories.

PSY 105 or 106 is a prerequisite for this class.

PSY 353
ABNORMAL PSYCHOLOGY
Undergraduate
Description of the nature, symptoms, treatment applications, and cause of psychological disorders.

PSY 105 or 106 is a prerequisite for this class.

PSY 354
COMMUNITY PSYCHOLOGY
Undergraduate
Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project strongly encouraged. Cross level with PSY 654.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 355
TEAMS AND WORK GROUPS IN ORGANIZATIONS
Undergraduate
The behavior and thinking of individuals in teams and work groups and the functioning of teams in organizational settings.

(PSY 105 or PSY 106) and (PSY 347 or PSY 380) are a prerequisite for this class.

PSY 356
PRINCIPLES OF FIELD RESEARCH AND ACTION
Undergraduate
Basic knowledge of program development, program evaluation, consultation, human diversity, ethics, group dynamics, and interpersonal skills.

PSY 354 is a prerequisite for this class.

PSY 357
APPLIED PSYCHOLOGY I
Undergraduate
Overview of behavioral principles, strategies, and system approaches to individual, organizational, and community change. Generally taken in junior year.

PSY 358
APPLIED PSYCHOLOGY II
Undergraduate
Approaches to counseling, psychotherapy and helping relationships. Generally taken in junior year.

PSY 357 is a prerequisite for this class.

PSY 359
FIELD WORK IN COMMUNITY RESEARCH AND ACTION
Undergraduate
Field work in community research and action.

PSY 356 and senior standing are a prerequisite for this class.
PSY 360
THEORIES OF LEARNING AND COGNITION
Undergraduate
Classical and modern theories.

PSY 105 or 106 is a prerequisite for this class.

PSY 361
HISTORY AND SYSTEMS OF PSYCHOLOGY
Undergraduate
Historical development of psychology and its fields. Cross-listed with PSY 461.

(PSY 105 or 106), PSY 240, (PSY 241 or equivalents) and PSY 242 are a prerequisite for this class.

PSY 362
SEMINAR IN COGNITION (CROSS-LISTED WITH PSY 563)
Undergraduate
Consideration of a current important topic area in cognitive psychology. Cross-listed with PSY 563.

PSY 105 or 106 is a prerequisite for this class.

PSY 363
ALCOHOLISM, DRUG ADDICTION AND RECOVERY
Undergraduate
Survey of major research findings in the area of alcoholism and drug addiction. Description of treatment programs for recovery and explorations of drug free ways to alter consciousness.

PSY 105, PSY 106 or the equivalent of Introduction to Psychology is a prerequisite for this class.

PSY 364
HEALTH PSYCHOLOGY AND STRESS MANAGEMENT
Undergraduate
Considers interaction of mind and body in maintaining health and resisting disease. Contributions of exercise, lifestyle, psychological functioning, and spirituality to wellness will be examined. Students will practice and document their experience with a wide range of stress management/exercise techniques.

PSY 105 or 106 is a prerequisite for this class.

PSY 366
BEHAVIOR PROBLEMS OF CHILDREN
Undergraduate
Factors associated with deviance in children and adolescents. Examination of personal and social consequences. Review treatment programs for children.

PSY 105 or 106 is a prerequisite for this class.

PSY 367
PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Undergraduate
Comprehensive introduction to the study of special children--those children who do not reach their fullest potential because of physical, social, cognitive, or behavioral factors.

PSY 105 or 106 is a prerequisite for this class.
PSY 368
CHILD ABUSE AND NEGLECT (CROSS-LISTED WITH PSY 678)
Undergraduate
This course investigates in detail the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and examines issues of culture and diversity (e.g., race, gender, ethnicity, socioeconomic status, sexual identity, family structure) in relation to maltreatment. It is designed for students with prior coursework in psychological research methods and child psychology or equivalent. Cross-listed with PSY 678.

PSY 240, PSY 241 and PSY 333 or equivalents are a prerequisite for this class.

PSY 369
EMOTIONAL AND BEHAVIORAL DISORDERS CHILDREN AND ADOLESCENTS
Undergraduate
This course examines the major developmental and emotional difficulties experienced by children and adolescents. Factors that lead to the development of disorders, classification and treatment methods will also be examined. Students will be required to complete 25 hours of service in an organization which provides services to this population.

PSY 370
SOCIAL AND EMOTIONAL DEVELOPMENT (CROSS-LISTED WITH PSY 555)
Undergraduate
This course focuses on the development of emotions, social relationships and social interactions. Both theoretical perspectives and research findings are present and analyzed. Topics to be covered may include primary emotions and their development, nonverbal communication of emotion, socialization within the family, friendship and peer relations, aggression, moral development, sex role development and attachment.

PSY 333 is a prerequisite for this class.

PSY 372
RESEARCH METHODS IN SOCIAL PSYCHOLOGY
Undergraduate
Overview of methods and associated problems unique to conducting research with humans both in the laboratory and the field.

PSY 347 is a prerequisite for this class.

PSY 373
HAPPINESS, JUDGMENT AND DECISION MAKING
Undergraduate

PSY 105 or PSY 106 is a prerequisite for this class.

PSY 375
SENSATION AND PERCEPTION
Undergraduate
The physiology of sensory systems and the psychological mechanisms of perception.

(PSY 105 or PSY 106) and PSY 242 are a prerequisite for this class.

PSY 377
PHYSIOLOGICAL PSYCHOLOGY
Undergraduate
Nervous system and endocrine functions as related to behavior.

(PSY 105 or PSY 106) and PSY 242 are a prerequisite for this class.
PSY 378  
COMPARATIVE PSYCHOLOGY (CROSS-LISTED WITH PSY 554)  
Undergraduate  
Patterns of behavior shown by various animal species. Cross-listed with PSY 554. 

(PSY 105 or PSY 106) and PSY 242 are a prerequisite for this class.

PSY 379  
COGNITIVE NEUROSCIENCE  
Undergraduate  
This course explores the neuroscience of human behaviors such as emotions, attention, executive function, language, learning, memory, and social interaction by exploring both the underlying biological mechanisms and the psychological theories behind these behaviors. Cognitive Neuroscience is an emerging field of study that attempts to help one gain an understanding of the interdisciplinary nature of the human mind.

PSY 380  
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (CROSS-LISTED WITH PSY 680)  
Undergraduate  
Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-listed with PSY 680.

PSY 105 or 106 is a prerequisite for this class.

PSY 381  
PERSONNEL PSYCHOLOGY  
Undergraduate  
Application of concepts from differential psychology and measurement to employee selection, performance appraisal, placement and training in business and other organizations.

PSY 380 is a prerequisite for this class.

PSY 382  
ORGANIZATIONAL BEHAVIOR  
Undergraduate  
Theories in learning, personality, work motivation, job attitudes, and organizational culture, and application to employee behavior.

PSY 380 is a prerequisite for this class.

PSY 385  
TRAINING AND DEVELOPMENT IN ORGANIZATIONS  
Undergraduate  
Issues related to training in industry and other organizations. Such topics as needs assessment, training program design, and program evaluation will be covered, along with relevant ethical, social and economic issues.

PSY 380 is a prerequisite for this class.

PSY 388  
TOPICAL SEMINAR IN INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY  
Undergraduate  
Current topics and issues in I-O Psychology beyond the introductory course with particular emphasis on recent developments and research. Topics vary.

PSY 380 is a prerequisite for this class.

PSY 392  
PSYCHOLOGY OF ALIENATION  
Undergraduate  
Causes of individual and group alienation, and the resultant behavior.

PSY 105 or 106 is a prerequisite for this class.
PSY 393
PSYCHOLINGUISTICS (CROSS-LISTED AS MOL 356)
Undergraduate
Applications of linguistic theory and the psychology of language.

PSY 394
ADVANCED TOPICS IN PSYCHOLOGY
Undergraduate
Senior standing is a prerequisite for this class.

PSY 395
FIELD WORK/INTERNSHIP
Undergraduate
Supervised experience in selected off-campus settings and associated readings. Generally taken in senior year.
PSY 357 and PSY 358 are a prerequisite for this class.

PSY 396
HONORS IN PSYCHOLOGY
Undergraduate
Attendance at monthly Honors Seminar is required. Honors thesis is completed during the student's senior year. Can be registered for more than once.
Senior standing is a prerequisite for this class.

PSY 397
EXPERIENTIAL LEARNING/PSYCHOLOGY RESEARCH
Undergraduate
Experiential Learning/Psychology Research.

PSY 398
TUTORING AND MENTORING IN PSYCHOLOGY
Undergraduate
Senior standing is a prerequisite for this class.

PSY 399
INDEPENDENT STUDY
Undergraduate
PSY 402
PERCEPTUAL PROCESSES
Graduate
Analysis of the variables involved in the determination of perception with particular attention to the problems of space, motion, distance, size, form, aftereffects and constancies.

PSY 404
LEARNING AND COGNITIVE PROCESSES
Graduate
Survey of classical and instrumental conditioning, biological constraints, attention, memory, cognition, and practical applications. Major theoretical approaches include stimulus-response, early cognitive theories and information processing theory.

PSY 406
PHYSIOLOGICAL PROCESSES
Graduate
The functional role of neural systems important for the processes of motivation, emotion, sleep, memory, and cognition.
PSY 409
STATISTICS FOR THE BEHAVIORAL SCIENCES
Graduate
Applied inferential statistics.

PSY 240 is a prerequisite for this class.

PSY 410
ADVANCED STATISTICS I
Graduate
Graphical methods for data display, analysis of variance, multiple comparisons, multifactor analysis of variance, randomized block, repeated measures, and related designs. Cross-listed as SOC 450.

PSY 340 is a prerequisite for this class.

PSY 411
ADVANCED STATISTICS II
Graduate
Multiple linear regression, analysis of covariance, and logistic regression.

PSY 410 is a prerequisite for this class.

PSY 412
ADVANCED STATISTICS III
Graduate
Advanced Statistics III

PSY 411 is a prerequisite for this class.

PSY 413
ANALYSIS OF LONGITUDINAL DATA
Graduate
Analysis of changes and time-dependent data.

PSY 414
CATEGORICAL DATA ANALYSIS
Graduate
Analysis of contingency tables and count data logit, probit and loglinear models.

PSY 416
METHODS IN QUALITATIVE RESEARCH
Graduate
Principles and techniques of research design in behavioral, social and clinical research; questionnaires, interview schedules, rating scales involving multivariable analysis. Application of parametric and nonparametric tests. Application of research findings to professional practice.

PSY 418
MULTIVARIATE STATISTICAL ANALYSIS
Graduate
Multivariate regression, principal component, cluster analysis and multidimensional scaling. Canonical correlation, multivariate analysis of variance, linear discriminant function analysis.

PSY 411 is a prerequisite for this class.
**PSY 419**  
**FACTOR ANALYSIS AND PATH MODELING**  
**Graduate**  
Theoretical foundations, methods of analysis, and comparison of various factor analytic models. Structural equation and measurement models using the Mplus/ LISREL program.

PSY 411 is a prerequisite for this class.

**PSY 420**  
**ADVANCED RESEARCH METHODOLOGY**  
**Graduate**  
Design and analysis of basic and applied psychological research with an emphasis on statistical software.

PSY 411 is a prerequisite for this class.

**PSY 421**  
**ADVANCED EXPERIMENTAL DESIGN**  
**Graduate**  
None

**PSY 422**  
**COMPUTING FOR THE BEHAVIORAL SCIENTIST**  
**Graduate**  
An introduction to computer programming, web development, and other computer-intensive techniques as applied to behavioral science research.

**PSY 425**  
**COGNITIVE PROCESSES**  
**Graduate**  
Cognitive Processes

**PSY 426**  
**ADVANCED LANGUAGE SEMINAR: PSYCHOLOGY OF BILINGUALISM**  
**Graduate**  
This course presents an introduction to how bilinguals produce and understand language by examining theoretical constructs and research in psycholinguistics. It also explores developmental and methodological issues in bilingualism research.

**PSY 427**  
**SENSORY PROCESSES**  
**Graduate**  
Sensory Processes

**PSY 430**  
**ADVANCED SOCIAL PSYCHOLOGY**  
**Graduate**  
Advanced study of social psychological methodology, ethics and deception, attitudes, altruism, aggression, and interpersonal processes and attraction.

**PSY 432**  
**ATTITUDE ANALYSIS**  
**Graduate**  
Theory and research in attitude formation and organization, communication and persuasion, resistance to persuasion, and measurement techniques.
PSY 433
SOCIAL JUDGMENT
Graduate
Theory and research in judgment of social stimuli, perceiving and evaluating persons, and social comparison processes.

PSY 434
SMALL GROUP BEHAVIOR
Graduate
Theory and research in goal formation, conformity, power and communication structures, cohesion, and task performance. The emphasis is on the behavior of persons within groups.

PSY 435
PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS
Graduate
Theory and research on selected aspects of close relationships. Cross-level with PSY 317.

PSY 437
ADVANCED PERSONALITY
Graduate
Critical analysis of research in personality with emphasis on the development and testability of major constructs in contemporary research.

PSY 439
ADVANCED DEVELOPMENTAL PSYCHOLOGY
Graduate
Current research and theories in child development relating to the preschool child, elementary school child, and adolescent. Emphasis on cognitive, language, and social/emotional development.

PSY 440
PSYCHOLOGY OF WORK AND MOTIVATION
Graduate
Current research and theories in organizational psychology relating to motivation, job satisfaction, work attitudes, employee withdrawal, and counterproductivity.

PSY 441
PSYCHOLOGY OF LEADERSHIP
Graduate
Current research and theories in organizational psychology relating to leadership, supervision, job performance, and managerial training. Emphasis is on theoretical development and empirical evaluation of constructs in contemporary research.

PSY 442
PERSONNEL PSYCHOLOGY
Graduate
Major issues in the Human Resource area. Topics include job analysis, job evaluation, pay equity, benefits, incentive systems, and personnel selection methods, focusing on recruitment, biodata, references, testing, interviews.

PSY 443
PSYCHOLOGY OF DESIGN
Graduate
This course helps students understand how theoretical principles of psychology can be applied to the design of human-centered organizations, environments and technologies. Prior familiarity with psychology and experimental design is strongly recommended. Cross-level with PSY 383.
PSY 444
PERFORMANCE APPRAISAL
Graduate
Theory of criterion development, the evaluation process, and measurement in performance appraisal. Emphasis on design and development.

PSY 445
ADVANCED TRAINING AND DEVELOPMENT IN ORGANIZATIONS
Graduate
In-depth exposure to issues related to training in industry and other organizations. Such topics as needs assessment, training program design, program evaluation, and relevant social and economic issues will be covered.

PSY 446
PSYCHOLOGICAL THEORIES OF ORGANIZATIONS
Graduate
Theory and research in the psychology of organizations relating to organizational design, analysis, systems, processes and change.

PSY 447
ORGANIZATIONAL CONSULTATION
Graduate
Applies behavioral science and managerial theories and methodologies to organizational consultation and change processes.
PSY 446 is a prerequisite for this class.

PSY 448
CONCEPTS, METHODS, AND ETHICS FOR INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
The major concepts and techniques relevant to I/O psychology. Topics include psychometrics, regression, validity generalization, utility, legal issues, affirmative action, and ethics.

PSY 450
PSYCHOLOGICAL MEASUREMENT
Graduate
Logical and mathematical principles underlying test construction with emphasis on evaluating the reliability and validity of scores.

PSY 451
APPLIED STATISTICAL PREDICTION
Graduate
Applications of statistics and psychological measurement to the problems of predicting human performance. Several computer programs will be used to analyze data.

PSY 454
BEHAVIOR MODIFICATION
Graduate
Analysis of principles, practices and research related to learning theory and the modification of human behavior.

PSY 461
HISTORY AND SYSTEMS OF PSYCHOLOGY
Graduate
A review of the history of modern psychology, including various theoretical systems. Topics covered will include contributions of important leaders in the field, specific trends throughout the history of psychology, and the major philosophical questions underlying psychological science. Cross-level with PSY 361.
PSY 469  
EMOTIONS AND EMOTIONAL DEVELOPMENT  
Graduate  
Emotions And Emotional Development

PSY 473  
THE PSYCHOLOGY OF JUDGMENT AND DECISION-MAKING  
Graduate  

PSY 481  
INDIVIDUAL INTELLIGENCE TESTING I  
Graduate  
Theories of intelligence and cognitive development. Introduction to the administration of verbal and various nonverbal tests including the Stanford Binet, Wechsler Intelligence Scale for Children and Wechsler Adult Intelligence Scale and the clinical use of these instruments. Materials fee $10.00.

PSY 482  
PERSONALITY ASSESSMENT  
Graduate  
Administration and scoring of the Rorschach and Thematic Aperception Test and other tests. Evaluation of tests and related areas of research and development.

PSY 483  
ADVANCED PSYCHODYNAMICS  
Graduate  
Advanced study of projective techniques and other assessment methods, with emphasis on analysis, interpretation and integration of all pertinent clinical data, and report writing.

PSY 484  
BEHAVIORAL ASSESSMENT  
Graduate  
Behavioral observation and recording. Self-report measures. Physiological measurement. Evaluation of behavioral measures and areas of research.

PSY 485  
NEUROPSYCHOLOGICAL TESTING  
Graduate  
Introduction to theory and assessment techniques related to adult and child neurological functioning.

PSY 486  
ADVANCED PSYCHOPATHOLOGY  
Graduate  
Review of the major diagnostic categories as outlined by the current Diagnostic and Statistical Manual. Current issues in psychopathology and related research are reviewed.

PSY 487  
PSYCHOPATHOLOGY OF THE CHILD  
Graduate  
Introduction to the many categories of psychopathology affecting children and adolescents. Emphasis on the developmental and environmental contexts.
PSY 488
**PRINCIPLES OF PSYCHOTHERAPY**
Graduate
Analysis of theoretical approaches to psychotherapy.

PSY 489
**GROUP PSYCHOTHERAPY**
Graduate
Principles, theories and techniques of group psychotherapy. Problems of selection of group members and evaluation of progress.

PSY 491
**TREATMENT METHODS WITH CHILDREN**
Graduate
Consideration of a variety of treatment approaches used to help alleviate the psychological problems of children.

PSY 492
**PRINCIPLES OF CONSULTATION**
Graduate
The principles and dynamics involved in the various types of consultative relationships. Techniques of consultation with parents, teachers, agencies, physicians and others in regard to problems and deviancy, methods of management and treatment.

PSY 493
**ADVANCED COMMUNITY PSYCHOLOGY**
Graduate
An advanced introduction to community psychology with an emphasis on major historical and contemporary themes such as prevention of psychological problems and promotion of wellness, empowerment and social justice, community research methods, diversity in gender, ethnicity, sexual orientation and disability status, community processes, and collaboration and intervention to address social problems.

PSY 495
**GRANT WRITING IN PSYCHOLOGY**
Graduate
This course will facilitate students’ ability to transpose psychology principles and theory into practice by preparing them to be psychology entrepreneurs via the grant writing process. Class members will become familiar with public and private funding sources, searching for appropriate funding sources, and reviewing a proposal. Class members will create a grant proposal that can be submitted to a funding organization.

PSY 500
**PROFESSIONAL ETHICS**
Graduate
Introduction to ethical issues in the field of clinical psychology. Two quarter hours.

PSY 501
**STATISTICAL APPLICATIONS SEMINAR**
Graduate
Introduction to advanced applications of statistical packages for data analysis, data management, and simulation.

PSY 510
**BEHAVIORAL MEDICINE**
Graduate
Behavioral medicine approaches are introduced.
PSY 511
HEALTH PSYCHOLOGY
Graduate
A survey of the psychological factors involved in health and illness. Also explores the psychological issues in prevention of illness, and psychological considerations in treatment. Cross-listed as MPH 511.

PSY 520
PRINCIPLES OF HUMAN DIVERSITY
Graduate
Considerations related to minority status and issues specific to diagnostics and interventions with minority populations.

PSY 521
PSYCHOLOGY OF THE AFRI CAN-AMERICAN CHILD
Graduate
Development and socialization of African-American child from infancy to adolescence. Emphasis on psychological and cultural factors which influence these processes. Understanding the child, family, language and IQ, education and learning styles, and cultural identity are all emphasized. Cross-level with PSY 346.

PSY 550
SEMINAR IN TEACHING PSYCHOLOGY
Graduate
This course exposes students to major pedagogical and classroom management considerations in higher education and familiarizes students with instructional support services across the university. This year-long, cohort-based course is required for graduate students prior to becoming instructors in the department. It begins each Winter Quarter and ends Autumn Quarter. Students who enroll should expect to complete all requirements for the master?s degree prior to Autumn Quarter. Zero-credit hours.

PSY 551
SEMINAR IN EXPERIMENTAL PSYCHOLOGY
Graduate
None

PSY 552
SEMINAR IN NEUROPSYCHOLOGY
Graduate
None

PSY 553
SEMINAR IN PERSONALITY RESEARCH
Graduate
None

PSY 554
SEMINAR IN DEVELOPMENTAL PSYCHOLOGY
Graduate
This course focuses on special topics in developmental psychology and may cover social, emotional, language, and/or cognitive development during selected portions of the lifespan. Relevant theories and empirical research will be analyzed. Cross-level with PSY 378.

PSY 555
SOCIAL AND EMOTIONAL DEVELOPMENT
Graduate
Focus on development of emotions, social relationships, and social interaction. Both theoretical perspectives and research findings are presented and analyzed. Topics covered may include: primary emotions and their development, nonverbal communication of emotions, socialization within the family, friendship and peer relations, aggression, moral development, sex role development, and attachment. Cross-level with PSY 370.
PSY 556
SEMINAR IN SOCIAL PSYCHOLOGY
Graduate
None

PSY 557
SEMINAR IN LEARNING AND COGNITIVE PROCESSES
Graduate
Seminar in current issues in cognitive psychology.

PSY 558
SEMINAR IN ADVANCED STATISTICS
Graduate
PSY 411 and PSY 420 are a prerequisite for this class.

PSY 559
SEMINAR IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Four quarter hours.
PSY 448 is a prerequisite for this class.

PSY 560
SOCIAL COGNITION
Graduate
Theory and research dealing with the major aspects of social cognition and mental control, including social perception, stereotyping, memory and affect. Cross-level with PSY 348.

PSY 561
ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED WITH MLS 478/WGS 470)
Graduate
A review of research and theory on women, including sexist biases in traditional research, feminist methodology, pedagogy and therapy, violence against women, gender differences in development, relationships, sexuality, and the interplay of gender, race and sexual orientation. Cross-listed with MLS 478 and WGS 470.

PSY 562
SEMINAR IN FAMILY THERAPY
Graduate
A review of systems theory and the assessment and treatment of families.

PSY 563
MENTAL IMAGERY (CROSS-LISTED AS PSY 362)
Graduate
Theory, research and practical applications of mental imagery are considered in lecture/discussion/student-report format. Variety of imagery techniques will be reviewed which have been found useful in research and practice. Special attention devoted to the differences between subjective approaches (consciousness and vividness ratings) versus objective approaches (memory measures) of studying imagery. Cross-listed with PSY 362.

PSY 564
SEMINAR IN CLINICAL RESEARCH
Graduate
PSY 488 is a prerequisite for this class.
PSY 565
PROFESSIONAL DEVELOPMENT SEMINAR
Graduate
An interactive seminar that provides guidance regarding master's thesis research, comprehensive examination or literature review, and/or dissertation plans. Attention to pathways for success in doctoral education, practica, internship, scientific research and careers. Selected topics vary with student needs and interests.

PSY 566
SEMINAR IN PSYCHOPATHOLOGY
Graduate
None

PSY 567
SPECIAL TOPICS IN COMMUNITY PSYCHOLOGY
Graduate
Explores topics of current interest in the area of Community Psychology and related fields for advanced graduate students, with emphases on theory, research and intervention.

PSY 568
SEMINAR IN COMMUNITY PSYCHOLOGY
Graduate
Analysis of theories of community and human behaviors from the standpoint of general systems principles.

PSY 569
SEMINAR IN PROGRAM EVALUATION
Graduate
Analysis of major research programs dealing with social and mental health problems with emphasis on epidemiological and socio-clinical research methods. Four quarter hours.

PSY 570
SEMINAR IN PSYCHOTHERAPY RESEARCH
Graduate
None

PSY 572
PSYCHOBIOLOGY OF SOCIAL COGNITION
Graduate
Explores social cognition in the frame of evolutionary, neorophysiological, and developmental biology. Comparison of human with other animal social-cognitive characteristics will be examined. Neuropsychological data and developmental psychobiology will be studied.

PSY 574
PRE-PRACTICUM IN CLINICAL PSYCHOLOGY
Graduate
Introduction to practica duties. May be repeated three times. No Credit.

PSY 577
PRACTICUM IN CLINICAL ASSESSMENT
Graduate
Supervised experience in intake interviewing, psychological evaluation, and case conference presentation in a clinic, hospital or community agency setting. Zero credit hours.
PSY 578
PRACTICUM IN CLINICAL PSYCHOLOGY
Graduate
Supervised experience in diagnostic assessment, intervention planning, psychotherapy and report writing through varied assignments to campus or community agencies. Zero credit hours.

PSY 579
PRACTICUM IN CHILD CLINICAL PROCEDURES
Graduate
Supervised practice in the diagnosis and treatment process of the problems of children and adolescents. May be repeated twice. Zero credit hours.

PSY 582
ADVANCED PRACTICUM-CLINICAL PSYCHOLOGY
Graduate
Zero credit hours.

PSY 583
PRACTICUM IN COMMUNITY MENTAL HEALTH
Graduate
Zero credit hours.

PSY 584
PRACTICUM IN SPECIAL AREAS IN PSYCHOLOGY
Graduate
Zero credit hours.

PSY 585
FIELDWORK IN COMMUNITY SETTINGS
Graduate
An applied experience which integrates skills of consultation, program development, advocacy, and program evaluation.

PSY 586
PRACTICUM IN APPLIED INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Supervised experience in the application of I/O Psychology and technical report writing.

PSY 587
PRACTICUM IN ADVANCED RESEARCH IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Supervised experience in I/O research and the preparation of research results for publication.

PSY 588
TOPICS IN EXPERIMENTAL PSYCHOLOGY I
Graduate
Consideration of topics of current interest to the faculty and advanced graduate students. Introduction to research methods and data analysis.

PSY 589
TOPICS IN EXPERIMENTAL PSYCHOLOGY II
Graduate
Topics in experimental psychology.
PSY 590
THESIS SEMINAR
Graduate
Zero-credit hours.

PSY 591
COLLOQUIUM IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY
Graduate
Required of all I/O students. Register in Fall term; continues throughout the year. Presentations on research and other topics by students, faculty, and invited speakers. Zero-credit hours.

PSY 592
DIRECTED RESEARCH
Graduate

PSY 593
PRE-DOCTORAL RESEARCH
Graduate
Graduate students in specific doctoral programs are required to register for this course for at least three quarters prior to registering for Psy 598 (Dissertation Seminar) or Psy 599 (Dissertation Research). This course requires full-time (at least 8-12 hours per week) work on research under the supervision of a faculty mentor. Zero-credit hours.

PSY 594
PSYCHOLOGICAL RESEARCH
Graduate
A course involving intensive readings in contemporary psychological literature. (Arranged by prior consultation with the chair). One to four quarter hours

PSY 595
COLLOQUIUM
Graduate
Required of all graduate students each quarter until graduation. Lectures by psychologists and members of the faculty. Zero-credit hours.

PSY 596
INTERNSHIP IN CLINICAL PSYCHOLOGY
Graduate
Arranged with consent of director of clinical training. Zero-credit hours.

PSY 597
MASTER’S THESIS RESEARCH
Graduate
Original investigation of a specific research problem. Four hours required.

PSY 598
DISSERTATION RESEARCH SEMINAR
Graduate
Seminar for doctoral candidates working on their dissertation. Students will develop their proposals or write their results and discussion sections, depending on status of their dissertation research. Students will also review and critique work of other students. Zero credit hours.
PSY 599
DISSERTATION RESEARCH
Graduate
Four hours total required. One to four hours per quarter.

PSY 634
ADOLESCENT DEVELOPMENT
Graduate
Focus on normal processes in adolescent development as well as risk factors for maladaptive development.

PSY 639
ADVANCED DEVELOPMENTAL PSYCHOLOGY
Graduate
Focus on major theories and research in child development.

PSY 653
ABNORMAL PSYCHOLOGY
Graduate
Focus on the primary psychological diagnoses common today.

PSY 654
COMMUNITY PSYCHOLOGY
Graduate
Focus on systemic and ecological theories of human behavior, diversity, social support, community intervention and evaluation, empowerment, social change, and working with underserved populations. Community service project required. Cross-level with PSY 354.

PSY 663
ALCOHOLISM, DRUG ADDICTION, AND RECOVERY
Graduate
Research and theory on alcoholism, drug addiction, and recovery are the focus of this course. Cross-level with PSY 363.

PSY 678
CHILD ABUSE AND NEGLECT
Graduate
This course surveys the causes, consequences, and contextual factors associated with child maltreatment (abuse and neglect) and interventions for children and families. The course considers maltreatment within an ecological context and works to build sensitivity to diverse families and cultural patterns. It is designed for graduate students with some prior coursework or experience in child psychology, mental health, or child welfare. Cross-level with PSY 368.

PSY 680
INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY
Graduate
Application of theories and methods of psychology to the study of human behavior in business, industry, and other organizations. Cross-level with PSY 380.

PSY 701
CANDIDACY CONTINUATION
Graduate
Students admitted to candidacy for the doctoral degree who have completed all course and dissertation registration requirements are required to be registered each quarter of the academic year until the dissertation and final examination have been completed. Zero-credit hours.

PSY 702
NON-RESIDENT CANDIDACY CONTINUATION
Graduate
Non-Resident Candidacy Continuation
RE 300
REAL ESTATE LAW
Undergraduate
This course reviews the essential legal requirements of real estate transactions.

RE 320
URBAN PLANNING AND PUBLIC POLICY
Undergraduate
This course provides a systematic introduction to urban planning issues for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, economic development, environmental and energy planning, growth management and urban development issues, generally from a real estate and built environment perspective.

RE 350
REAL ESTATE ANALYSIS
Undergraduate
This course introduces essential institutional, legal, regulatory, and financial aspects of real estate in the U.S. economy and financial system. The course incorporates demographic data for real estate market analysis and includes an exercise in land use planning.

At least 88 cumulative units is a prerequisite for Business courses that require Junior standing.

RE 352
REAL ESTATE FINANCE
Undergraduate
Patterns of financing real estate property, including individual, commercial and industrial-relates to capital structure analysis. Institutional analysis, including middlemen and ultimate financing sources-relates to capital market analysis. Leverage effects, collateral and protective devices-relates to risk and return analysis.

FIN 310 and RE 350 are a prerequisite for this class.

RE 354
REAL ESTATE VALUATION
Undergraduate
Real Estate Valuation. Introduction to the appraisal process. Basic approaches to valuation analysis including both residential and income properties. This course includes the income capitalization methods and complex valuation assignments.

FIN 310 and RE 350 are a prerequisite for this class.

RE 398
SPECIAL TOPICS
Undergraduate
Special Topics in Real Estate offers an in-depth study of current industry-related issues. Content, format, and prerequisites vary by section. Subject matter will be indicated in the class schedule.

RE 399
INDEPENDENT STUDY
Undergraduate
Available to students of demonstrated capability for intensive independent work in real estate.
RE 520
URBAN PLANNING AND PUBLIC POLICY
Graduate
This course provides a systematic introduction to urban planning for students who have little background in this area. The course will explore both historical and contemporary urban planning concepts and will cover a wide variety of topics including land use regulation, environmental and energy planning, growth management?smart growth? issues, legal and regulatory requirements and regional/national planning concepts, generally explored from a real estate perspective. The course will conclude with a three class urban planning workshop, redeveloping a five block blighted neighborhood in a hypothetical city to create a well-designed, sustainable community.

RE 521
LEGAL ISSUES IN REAL ESTATE
Graduate
This course is designed to be a quarter long survey of real estate principles. The study of real estate law will be approached on both practical and theoretical levels, with an emphasis on the historical underpinnings of land law. This course does presume some familiarity with the basic principles of Contract law and, to a lesser degree, Tort law. Knowledge of the formational elements of Contract should precede consideration of remedies uniquely applicable to Real Property: Foreclosure, Specific Performance etc.. Familiarity with the method and form of decisional (`case?) law is an important part of this course.

RE 525
PROJECT MANAGEMENT: DESIGN AND CONSTRUCTION
Graduate
This course provides a systematic introduction to building design and construction for students who have little background in this area. The course will explore both the conceptual and practical aspects of designing and constructing commercial buildings and will cover a wide variety of topics including:- site development and zoning issues- building design and layout- building materials, systems and construction methods and practices- construction budgets- project scheduling- overall proforma feasibility- LEED Certification, Sustainability and Green Building issuesThe course will include a major project that will allow each student to develop a conceptual building design, a construction budget, a construction schedule and a proforma feasibility analysis. The course will also include a number of guest speakers from the building design and construction industry who will discuss current trends in their areas of expertise. This course is an introduction to this topic and not meant for students who have significant experience in building design or construction. There are no prerequisites for those students studying at the graduate level.

RE 530
REAL ESTATE INVESTMENT AND FINANCE
Graduate
Analysis of real estate investment opportunities and the characteristics that distinguish them from other assets. Emphasis is upon forecasting cash flows and estimating risk. Case analysis is an integral part of the course technique.
FIN 555 is a prerequisite for this class.

RE 531
REAL ESTATE FINANCE
Graduate
RE 530 and FIN 555 are prerequisites for this class.

RE 533
REAL ESTATE MARKET ANALYSIS AND VALUATION
Graduate
Critical analysis of the appraisal process and its theoretical foundation. Market analysis techniques and valuation of income producing properties. Exploration of both basic and innovative approaches to value employing computer databases and information technology.
RE 530 and FIN 555 are prerequisites for this class.
RE 535
REAL ESTATE INVESTMENT
Graduate
Analysis of different strategies available to real estate investors. Focus is on large-scale development and institutional investment portfolio
decisions. The case method is an integral part of the course technique.
RE 530 and FIN 555 are prerequisites for this class.

RE 570
ADVANCED REAL ESTATE ANALYSIS WITH ARGUS
Graduate
This course is designed to develop the vocabulary, concepts, and analytical skills necessary to make informed commercial real estate
investment decisions at a very detailed level and will employ lectures, readings, and case work using the Argus software platform, as well as Co Star and Site To Do Business (STDB). The course is for the Argus beginner and intermediate user but is not for the advanced Argus user. Completion of RE 530 is a prerequisite. However, those who have not completed RE 530 but have sufficient analytical skills may be admitted to the class with the instructor’s permission. Please note that this course requires each student to have the use of and be able to bring to class each class night a Windows based laptop (or a MAC based laptop with a Windows emulator installed, as Argus only runs on Windows). Students will be required to purchase the Argus student software package for $100 and the SYDB student package for $20.

RE 596
REAL ESTATE SEMINAR
Graduate
The objectives of this course are to identify current, researchable topics pertaining to real estate and for students to perform independent
research on selected topics approved by the seminar professor. Meetings will be held on both a class and on an individual basis. Students will present both their proposals and the results of their preliminary investigations in class. A seminar research paper is required of each student.

RE 793
INTERNSHIP
Graduate
This is a unique opportunity in which interns gain and develop managerial skills, providing a link to mastering the dynamics of running a business. This hands-on experience allows the intern to apply his or her skill/wisdom to the work place and provides invaluable knowledge that is crucial for future advancement. While building an impressive resume for further job opportunities, the intern will be immersed in a stimulating environment with a pool of established resources. In addition, networking opportunities avail themselves to build future relationships.

RE 798
SPECIAL TOPICS
Graduate
Content and format of this course are variable. In-depth study of current issues in finance. Subject matter will be indicated in class schedule. Offered variably.

RE 799
INDEPENDENT STUDY
Graduate
Available to graduate students of demonstrated capability for intensive independent work in finance.

REC 200
INTRODUCTION TO SOUND RECORDING TECHNOLOGY
Undergraduate
(2 credits) Introductory course to acquaint students with concepts and techniques of sound recording technology. Open to all music students and required for SRT majors.
Status as a Music student is a prerequisite for this class.
REC 201
RECORDING TECHNOLOGY I
Undergraduate
(4 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on acoustics, microphones, and microphone techniques. This is part of a two-year sequence of courses for sound recording technology majors.

REC 200, MUS 230, PHY 110, PHY 206 and PHY 232 are a prerequisite for this class.

REC 202
RECORDING TECHNOLOGY II
Undergraduate
(4 credits) Open only to School of Music Students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on principles of digital recording, editing, and sampling. This is part of a two-year sequence of courses for sound recording technology majors.

REC 201 is a prerequisite for this class.

REC 203
RECORDING TECHNOLOGY III
Undergraduate
(4 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis analog recording and signal processing. This is part of a two-year sequence of courses for sound recording technology majors.

REC 202 is a prerequisite for this class.

REC 216
PRO TOOLS AND THE DEVELOPMENT OF THE RECORDING STUDIO
Undergraduate
(4 credits) The goal of this course is to transform students from casual listeners of recorded music into educated critical analysts. Students will study the history and development of recording technology and recording studios. Lab exercises will teach the basics of recording and signal processing using Digidesign Pro Tools software. Arts and Literature.

REC 300
CONTEMPORARY FILM SCORING
Undergraduate
(4 credits) Undergraduate level course designed for Music, CDM, Communication, and Theater majors who want an understanding of film music and the mechanics of scoring to picture. It will cover the basics of spotting films, writing with a click track, and utilizing synthesizers and samplers to realize film music.

Status as Undergraduate or Graduate Music student, Undergraduate Theatre student, Undergraduate Communication student or Undergraduate CDM student is a prerequisite for this class.

REC 301
RECORDING TECHNOLOGY IV
Undergraduate
(4 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on consoles. This is part of a two-year sequence of courses for sound recording technology majors. COREQUISITE(S): REC 304.

REC 203 is a prerequisite for this class.

REC 302
RECORDING TECHNOLOGY V
Undergraduate
(4 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on solid state logic console and audio/video sound design. COREQUISITE(S): REC 305.

REC 301 is a prerequisite for this class.
REC 303
RECORDING TECHNOLOGY VI
Undergraduate
(3 credits) Open only to School of Music students. Basic studies in audio engineering with technological application in recording studio settings. Emphasis on surround sound mixing, digital video, and DVD authoring. COREQUISITE(S): REC 306.

REC 302 is a prerequisite for this class.

REC 304
SOUND PRACTICUM I
Undergraduate
(2 credits) Practical experience with technological applications in the recording studio. CO-REQUISITE(S): REC 301.

REC 200 and REC 203 are a prerequisite for this class.

REC 305
SOUND PRACTICUM II
Undergraduate
(2 credits) Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 302.

REC 304 is a prerequisite and REC 302 is a corequisite for this class.

REC 306
SOUND PRACTICUM III
Undergraduate
(2 credits) Practical experience with technological applications in the recording studio. COREQUISITE(S): REC 303.

REC 305 is a prerequisite and REC 303 is a corequisite for this class.

REC 307
COMMERCIAL MUSIC PRODUCTION
Undergraduate
(4 credits) For students with a music theory background that want to learn how to realize music using digital sequencing and sampling. This course will focus on creating tracks in pop genres that could be used in soundtracks, video games, and commercials.

Status as a Music student is a prerequisite for this class.

REC 360
TOPICS IN SOUND RECORDING TECHNOLOGY
Undergraduate
(2-4 credits) In depth investigation of a topic in sound recording technology

REL 103
RELIGIOUS WORLDS IN COMPARATIVE PERSPECTIVE
Undergraduate
An examination of the nature and function of religion in human life. An exploration of common patterns underlying the variety of religious experience and expression.
The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews' understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the first part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the earliest references to Ancient Israel circa 1200 BCE to the expulsion of Jews from Spain in 1492.

The purpose of this course is to provide a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people. It seeks to provide students an entree into the world of Jewish religious and historical experience and to help them develop a conceptual understanding of the thought and practice that underlies the Jewish worldview. It also seeks to examine certain continuities and discontinuities in the conception of Judaism as reflected in selected texts which express the full range of Jewish religious and national creativity. Among the topics to be discussed are the complex relations of Jewish thinkers to the surrounding non-Jewish cultures, and how these interactions affected the Jews' understanding of Judaism. The approach to this material will be intellectual-historical. The course is designed as the second part of a two-course sequence on the history of Judaism from the Bible to the present. It focuses on the history of Jewish tradition from the expulsion of Jews from Spain in 1492 to the present.

An introductory course offering a basic understanding of Judaism as the historic and evolving religious expression of the Jewish people, surveying the basic aspects of traditional Jewish life and thought as well as the people's many-sided experience of the modern world.

An introductory course surveying the range of traditions that have emerged within the Christian movement, and offering an historical perspective on the life and thought of Christian communities, and their prospects for the future.

Major religious movements in America with emphasis upon the development of religious pluralism. Impact of religious beliefs and values upon American culture.

An examination of the diverse nature of Latino religion, from its indigenous roots to its institutional forms, within the social and political context of American culture.

An examination of the religious experience of African Americans and its African precursors through historical and literary resources, reflecting this people's distinctive past and its interactions with other elements of American culture. Formerly REL 215.
REL 116
THE ISLAMIC EXPERIENCE
Undergraduate
An introduction to major recurrent religious themes and alternative models of religious interpretation and authority in Islam's manifold expressions, from the life of Muhammad and the Qur'an, to popular ritual and spirituality and the Islamic humanities.

REL 142
HINDU EXPERIENCE
Undergraduate
A survey of the varieties of Hindu practice and thought. Hinduism in India and throughout the world will be examined.

REL 143
BUDDHIST EXPERIENCE
Undergraduate
A survey of the varieties of Buddhist practice and thought. Different forms of Buddhism throughout the world will be examined.

REL 144
THE AFRICAN RELIGIOUS EXPERIENCE
Undergraduate
A survey of the varieties of African religious practice and thought.

REL 161
INDIGENOUS RELIGIONS OF NORTH AMERICA
Undergraduate
An introductory exploration of the close ties particular religious traditions of Native North America have with their own distinctive historical realities, geographic-celestial topographies, and political and social structures. Considers variety of oral, written, ritual, visual and archaeological texts.

REL 162
POPULAR AND INDIGENOUS RELIGIONS OF MEXICO AND CENTRAL AMERICA
Undergraduate
An exploration of old and new religious traditions of Mexico and Central America and its diaspora. Our studies will focus on myths and stories as ancient as pre-Conquest times and as recent as today's movies; and we will examine them in written, oral, visual, ritualized, theatrical, musical and even electronic forms.

REL 180
INTRODUCTION TO CATHOLICISM
Undergraduate
An examination of the breadth of the Catholic experience from a 1st-century Jewish religious movement to a 21st-century global religion.

REL 183
THEMES IN CATHOLIC SOCIAL THOUGHT (CROSS-LISTED WITH CTH 183)
Undergraduate
An initial, systematic examination of major themes in modern Catholic social thought. Cross-listed as CTH 183.

REL 190
INTERPRETING SACRED TEXTS
Undergraduate
A survey of the formation, use and interpretation of sacred texts by religious and secular communities.

REL 199
RELIGIOUS STUDIES - OFF CAMPUS
Undergraduate
Religious Studies credits earned off-campus. Topics vary.
REL 200
DEBATES ABOUT GOD
Undergraduate
A study of classical and contemporary arguments regarding the existence and meaning of "God," as developed in a variety of theistic traditions.

REL 201
RELIGION AND ETHICS I
Undergraduate
Analytic and normative approaches to ethics in Western philosophical and Christian traditions.

REL 202
ETHICAL WORLDS: MORAL ISSUES ACROSS CULTURES
Undergraduate
An exploration of religion and ethics from a comparative and international perspective. Ethical dimensions of diverse world religious traditions will be investigated within their own particular historical and cultural contexts, and students will be asked to consider and evaluate their own ethical orientations in the light of these studies.

REL 205
RELIGION AND ETHICS II
Undergraduate
Analytic and normative approaches to ethics in a non-Christian tradition, such as Judaism, Islam or African traditional religions.

REL 212
RELIGION AND POPULAR CULTURE
Undergraduate
An exploration of various forms of popular culture and their intersection with diverse religious traditions and ethical concerns. The course also examines the marketing in mass media of religious themes in popular culture.

REL 213
CHRISTIAN THOUGHT IN CLASSICAL AND MEDIEVAL TIMES
Undergraduate
A study of the development of Christian theologies in Western civilization from post-New Testament times to the Renaissance, with emphasis on St. Augustine and St. Thomas Aquinas.

REL 214
TRANSFORMATION IN CHRISTIANITY: THE REFORMATION TO THE PRESENT
Undergraduate
A study of the development of Christianity since 1500 C.E., exploring the Protestant and Catholic Reformations, the growth of Christianity in the United States, and its encounter with a variety of Enlightenment and post-Enlightenment themes and figures, especially concerning science, justice, relativity and religious pluralism.

REL 217
ISLAM IN GLOBAL CONTEXTS
Undergraduate
A study of Islam's developments in various global contexts, including Arabian beginnings, the Middle East, Central, Eastern and Western Europe, China, the former Soviet States and South Africa, with a focus on the impacts that these cultures and Islam have had on each other.

REL 218
BLACK INTELLECTUAL TRADITIONS
Undergraduate
An introduction to Black intellectual traditions which emerge from and inform Black religious traditions and which have religious and/or liberation content. Thinkers and content vary.
REL 219
SLAVERY, RACE AND RELIGION
Undergraduate
This class examines religious arguments, from the 1500's through the 1700's, for and against slavery. Students will investigate different historical and theoretical definitions of slavery. Students will also gain an introduction to the relationship between slavery, evangelicalism, capitalism, and Enlightenment moral philosophy.

REL 220
PSYCHOLOGY AND RELIGION
Undergraduate
Psychological factors operative in acquisition, formation and development of religious expression and commitment.

REL 221
RELIGION IN SOCIETY
Undergraduate
Sociological study of religious groups, institutions, behavior, and belief systems in human life and society.

REL 222
CONTEMPORARY MORAL ISSUES
Undergraduate
A study of the relations between religious beliefs and moral action to be carried out through an examination of the ethical and moral response of various religious traditions to selected moral issues such as war and peace, sexual behavior, etc.

REL 223
LITERATURE AND THE SACRED
Undergraduate
Variable topics. How human beings across cultures express their intimations of ultimate meaning in a variety of genres ranging from aphorisms and autobiographies to mythic and fictional narratives.

REL 224
RELIGION AND POLITICS IN THE UNITED STATES
Undergraduate
Variable topics. Explores the interplay of religion, politics and culture in the United States, focusing on citizenship and religious identity in the USA's multicultural, multiethnic, multireligious society. Various sections will focus on different particular religious communities and themes, such as the Religious Right and the Religious Left, the political activities of particular communities, and the challenges of interreligious dialogue.

REL 225
RELIGION AND THE ARTS
Undergraduate
Variable topics. How human beings across cultures express their comprehension and experience of ultimate meaning in a variety of artistic forms.

REL 226
TECHNOLOGY, ETHICS, AND SOCIETY
Undergraduate
An examination of the impact of modern technologies on society with particular attention paid to ethical issues.

REL 227
RELIGIOUS ETHICS AND PROFESSIONAL LIFE
Undergraduate
A study of the ethical dimensions of contemporary professional life from the standpoint of religious traditions and values, focusing primarily on medicine, law and business.
REL 228
BUSINESS, ETHICS AND SOCIETY (CROSS-LISTED WITH MGT 228)
Undergraduate
This course will examine the nature and purpose of economic life and contemporary commerce as understood from the perspective of religious and secular communities, as well as the ethical implications that flow from the various worldviews. Sections of the course critically examine the thought of different religious traditions on specific business-related issues, placing a variety of religious discourses into direct conversation with secular voices regarding ethical business conduct. Cross-listed as MGT 228.

WRD 103 or HON 100 or HON 101 is a prerequisite for this class.

REL 229
MEDICINE, ETHICS AND SOCIETY
Undergraduate
Moral and ethical issues arising in contemporary biomedical advances and in health care from the perspectives of Religious Studies and of Philosophy.

REL 232
ANCIENT ISRAEL: HISTORY, LITERATURE, AND RELIGION (CROSS-LISTED AS CTH 212)
Undergraduate
The development of Judaism from Moses to the Rabbinic era with special attention to social and historical questions. Cross-listed as CTH 212.

REL 233
THE NEW TESTAMENT (CROSS-LISTED WITH CTH 213)
Undergraduate
An introduction to the historical-critical investigation of the New Testament. Topics include the earliest Christian writings (letters of Paul), the production of "gospels" about Jesus, and the development of early churches in the context of ancient history and society.

REL 234
VARIETIES OF EARLY CHRISTIANITY
Undergraduate
An examination of multicultural diversity in early Christianity through a study of materials excluded from the New Testament canon; Christian apologists defending the church against pagan intellectuals and Roman imperial magistrates; comparisons of early Christian fiction and ancient Greek novels; and an examination of Gnostic writings.

REL 235
PAUL AND HIS INFLUENCE IN EARLY CHRISTIANITY
Undergraduate
A critical study of Paul's literary remains as primary sources for reconstructing the development of the Christian movement, focusing on Paul's communities, ethics and theology. Early interpretations and assessments of Paul will also be considered.

REL 236
VARIETIES OF JUDAISM IN THE GREEK AND ROMAN WORLD
Undergraduate
An examination of Judaism from the Jews' return from Babylonian exile in 538 BCE to the promulgation of the Mishnah in 200 CE, with a focus on the Roman period. The Dead Sea Scrolls, as well as concepts of the Messiah, the resurrection of the dead, the final judgment and the idea of the "Bible" will be studied.

REL 237
GODS IN THE ROMAN EMPIRE
Undergraduate
This course examines the role of gods in the social, political, and economic world of the first four centuries of the Roman Empire. Topics will include: the role of gods in civic life; the imperial cult; the use of the categories religion, superstition, and magic to mark social status; gods, family, and social values; religious innovation and the emergence of new gods; and the rise of Christianity and the worship of Jesus as a god. This course will pay special attention to the social interactions that create and sustain the plausibility of the existence of unseen deities governing the affairs of humans.
REL 238
THE HISTORICAL JESUS
Undergraduate
An investigation of the early Christian Gospels and other sources for reconstructing the life of Jesus of Nazareth. The relation of historical reconstruction and religious interpretation, and the significance of conflicting interpretations of Jesus, will also be considered.

REL 239
THE BIBLE GOES TO THE MOVIES
Undergraduate
This course examines the interaction of the Bible and Hollywood movies by considering how stories, ideas, and themes from the Bible have been portrayed in movies. Specific biblical texts will be analyzed in their historical context and in relation to contemporary movies.

REL 241
RELIGION IN CHINESE HISTORY, SOCIETY AND CULTURE
Undergraduate
An exploration of the Chinese religious landscape, focusing on social and practical dimensions of Chinese religion, such as state rituals and private cults, liturgies and individual practices of Taoist priests and adepts, politico-religious ideas that inspired popular messianic movements throughout Chinese history, and interrelations of Buddhist and Taoist clergies and institutions in the state.

REL 242
HINDU THOUGHT AND CULTURE
Undergraduate
Hinduism is one of the world's oldest religions, but it is also the world's most diverse religion. Despite its variety, certain themes have remained throughout the ages--karma and ethical responsibility, liberation from the bonds of worldly existence through yoga and devotion, communication with the divine through ritual, and the many forms, male and female, that God can take. This course traces the development of Hinduism from 5000 years ago to the present, with emphasis on change and continuity in those themes.

REL 243
BUDDHIST THOUGHT IN CULTURAL CONTEXT
Undergraduate
A study of Buddhism from its beginnings as a "non-orthodox" renunciant and monastic movement in ancient India, through its development into a myriad of religious expressions and practices, philosophical tendencies, and social forms over its twenty-five hundred year history.

REL 245
RELIGION IN JAPANESE HISTORY, SOCIETY, AND CULTURE
Undergraduate
Explores the specific interplay between religion and culture in Japan. Taking historical and cultural factors into account, it considers prehistoric Japanese religion, ancient imperial myths, the assimilation of Buddhism, Confucianism, and continental (Chinese/Korean) culture, the religious and aesthetic worlds of the court nobility and the warrior class, popular mountain cults, the revival and systematization of Shinto, the impact of western culture, Japanese ultranationalism, and the religious situation in the post-war period.

REL 246
TRADITIONS OF CHINESE POPULAR CULTURE
Undergraduate
Promotes an understanding of Chinese worldview and life in the perspective of the common Chinese people from ancient to modern times. Based on historical and modern texts in translation, some historical and ethnographic studies, as well as visual and aural materials, the course explores gender and generational relations and conflicts, ancestor veneration, the worlds of ghosts and gods, festivals, art, and entertainment, but also aspects of misery and social unrest. Although the course will draw largely on popular and entertaining sources, it will also pay attention to historical developments, the relationship between popular and elite traditions, as well as sociological and anthropological issues arising from these contexts.

REL 247
LITERATURE AND RELIGION IN JAPAN
Undergraduate
Focuses on the pervasive influence of religious thought and sentiment on Japanese literature from ancient to modern times and explores the intricate relationship between religion, aesthetics, and the arts in Japanese culture. Considers original works including ancient Japanese mythology and poetry, the memoirs of court ladies and Buddhist hermits, romance, epics, folktales and social satire, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.
REL 248
LITERATURE AND RELIGION IN CHINA
Undergraduate
Focuses on the interpretation of literature and religion in China. Considers original works of literature and explores the religious origins of Chinese script and writing itself, poetry and mystical philosophy, cosmology and revealed scripture, popular tales, ballads, plays and novels, and the reworking of contemporary Chinese American authors of their literary and religious heritage, with attention to their historical, social, religious and social dimensions, as well as to the individual experience expressed in them.

REL 250
MYSTICISM IN RELIGIOUS TRADITIONS
Undergraduate
This course will look at the phenomena of mysticism, its doctrines and practices, in various religious traditions. It will also look at how various forms of mysticism have influenced the religious traditions with which they associated, (e.g. how Sufism has impacted Islamic religion, civilization and society.) The course will then look at the present situation of mysticisms in regard to religious traditions and to broader societies.

REL 251
THE IDEA OF 'EVIL'
Undergraduate
This course will try and answer the question what is evil? In religious traditions is evil a relative term? Or is it a universal absolute? Does evil exist independently, or is it a result of the absence of good? How do religious traditions deal with the notion of evil? After we look at the religious, philosophical, historical, conceptualization of evil and how different religious traditions deal with it, the class will look at evil in popular culture (anthropological understanding of evil). How does the popular imagination understand evil? How do they depict and imagine evil (in film, and in literature)? Are these universalities or are they cultural relativism? How has popular culture dealt with evil? Finally the course tries to see if there is any connection with the popular imagination and religious traditions when it comes to evil.

REL 252
FORGIVENESS AND RECONCILIATION
Undergraduate
A study of various understandings of "forgiveness" and "reconciliation" in several religions and cultures. The nature and dynamics of forgiveness and reconciliation will be examined both theoretically and in relationship to specific conflicts. Cross-listed with PAX 252.

REL 254
THE BODY & HUMAN RELATIONSHIPS: DIVERGENT MEANINGS, CONFLICTING VALUES
Undergraduate
Love and sexuality in biblical and nonbiblical religions, examined cross-culturally, conceptually, and ethically.

REL 256
WELLNESS AND DISEASE IN RELIGIOUS PERSPECTIVE
Undergraduate
A study of notions related to human "health," "well-being" and "disease" in various religio-cultural situations. Physical, mental and spiritual health -- individual and communal -- will be considered. The significance of "plague," especially AIDS, as socio-religious and spiritual events will be critically examined.

REL 257
DEATH AND ITS BEYOND: EXPERIENCE, MYTH AND RITUALS
Undergraduate
Religious attitudes and practices responding to the phenomena of death and dying, studied cross-culturally, conceptually and ethically.

REL 259
RELIGION AND SOCIAL ENGAGEMENT
Undergraduate
An investigation of the ways in which various religious traditions engage the social order. Traditions, persons and movements that form the focus of the course will vary from section to section. The course will integrate theory and practice in studying forms of religious engagement. All students will perform some service to a community or within a community organization or agency.

Sophomore standing is a prerequisite for this class.
REL 260
RELIGION AND POLITICAL CONFLICT
Undergraduate
An examination of the role of religions and religious movements in political conflicts. Particular sections will examine the relationship of religions to violence and peacemaking in different areas of the world.

REL 262
RELIGION AND GLOBALIZATION
Undergraduate
An examination of the moral, religious, and social dimensions of the phenomenon of globalization. Through a critical assessment of both the positive and the negative dimensions of globalization, students will seek to understand more fully the ethical implications of globalization for economics, culture, and society.

REL 263
RELIGION AND POLITICS IN THE MIDDLE EAST
Undergraduate
An exploration of Judaism, Christianity and Islam as they develop and interact in the Middle East, historically and in terms of contemporary religious and political issues. Includes a study of personal narratives of people from Jewish, Christian and Muslim communities.

REL 264
COLONIZATION, RELIGION AND RESISTANCE
Undergraduate
This course will explore the religious traditions and cultural identities of some of the peoples native to the Americas, Africa, Asia and Oceania; problems they have with the “civilized” world and their potential solutions to them.

REL 265
REFORM MOVEMENTS WITHIN ISLAM (CROSS-LISTED WITH IWS 265)
Undergraduate
This course will deal with the idea of "reform" within Islamic political movements in the modern period. The course will analyze various Islamic reform movements such as the Wahahabis, the Muslim Brotherhood, the Modernists, the Traditionalists, seeking a pattern in these movements.

REL 266
ISLAM IN THE UNITED STATES (CROSS-LISTED WITH IWS 266)
Undergraduate
An examination of the story of Islam in the United States in three historical periods: antebellum America, the first half of the 20th century, and the latter half of the 20th century. Explores Muslim slave life; the possibilities of retentions of Islam in slave culture; the religious, social/economic, and political life of Muslims at the beginning of the 20th century; the emergence of Islamic thought in the U.S. through an overview of the works of Ismail as-Faruqi, Seyyed Hossein Nasr and Fazlur Rahman.

REL 268
MODERN JUDAISM
Undergraduate
An examination of central features of the modern Jewish experience including the transition from traditional to modern religious life and practice, American Judaism, the Holocaust, and the establishment of the State of Israel.

REL 269
JUDAISM IN ANTIQUITY
Undergraduate
This course traces the history of Israelite and Jewish culture and religion from their origins in the world of the Ancient Near East in the second millennium BCE until the rise of Islam in the seventh century CE. We will critically examine the meaning and mutual relationship of such categories as ?ancient Israelite? religion, ?biblical? religion, and ?early Judaism.? We will also discuss the history of religious institutions, texts, and practices, as well as the dynamics of continuity and change in ancient Israelite and Jewish society. This course will pay special attention to the complex relationship that exists between history and collective memory as constructed through texts and rituals.
REL 270
WOMEN IN THE BIBLE
Undergraduate
An examination of the historical role of women in the Bible and the contemporary concerns of feminist theology, women's spirituality and ethical issues arising from the contemporary application of these biblical texts to women's experiences.

REL 271
THE QUR'AN AND ITS INTERPRETERS (CROSS-LISTED WITH IWS 271)
Undergraduate
A study of the origin, transmission, and interpretation of the Qur'an.

REL 272
MUSLIM WOMEN IN TEXTS (CROSS-LISTED AS IWS 272)
Undergraduate
Explores major current approaches to the study of Muslim women, focusing on the Qur'anic conversation on women, on the commentaries provided by men, and on the emerging voices of Muslim women and non-Muslims.

REL 273
JESUS ACROSS CULTURES
Undergraduate
A study of the multiple and diverse (primarily theological, but also literary, artistic and philosophical) historical and contemporary images of Jesus, as a way of understanding the diversity of this tradition and of its impacts on society, and of understanding the issue of plurality or diversity itself in religious traditions.

REL 275
COMMUNITY AND AUTHORITY IN MEDIEVAL JUDAISM
Undergraduate
An introduction to the history, religion and culture of the Jewish people under Christendom and Islam from the fourth through the end of the fifteenth centuries.

REL 278
WOMEN AND RELIGION
Undergraduate
A study of the historical and contemporary roles and contributions of women within major religious traditions, especially Christianity and Judaism.

REL 280
ROMAN CATHOLIC THEOLOGICAL THINKING
Undergraduate
A study of the Roman Catholic tradition of “faith seeking understanding” examining the content and the process of emergence of Catholic beliefs about such matters as God, sin, Jesus Christ, revelation, the church and eschatology. Cross-listed with CTH 243.

REL 281
ROMAN CATHOLIC LITURGY (CROSS-LISTED WITH CTH 231)
Undergraduate
A study of the emergence, meaning and dynamics of ritual in the Roman Catholic tradition.

REL 282
ROMAN CATHOLIC SPIRITUAL LITERATURE
Undergraduate
A study of the foundational religious experiences that underlie the Roman Catholic tradition, of the narratives they generate, and of their representations in various media such as poetry, music, myths, sacred legends and apologetic stories.
REL 283
ROMAN CATHOLIC SOCIAL THOUGHT IN CONTEXT
Undergraduate
A study of Roman Catholicism's understanding of its relation to the social world, including such matters as the relation between Church and State, the moral authority of the Church, and of its teaching on such issues as social ethics, politics and economics.

REL 284
CATHOLICISM AS A SPIRITUAL PATH (CROSS-LISTED WITH CTH 229)
Undergraduate
An experience-centered study of the relationship between contemplation and action, prayer and service, liturgy and social justice, personal religious experience and the wider experience of Catholics. Both historical and contemporary spiritualities will be explored. (Cross-listed as Catholic Studies 229)

REL 285
ROMAN CATHOLICISM'S ENCOUNTER WITH OTHER RELIGIONS
Undergraduate
A study of how Roman Catholicism understands and responds to other religious traditions, other ways of being religious, and how the encounter with those other traditions affects Roman Catholicism's understanding of itself and its teachings.

REL 286
PILGRIMAGE, RELIGION AND POPULAR CULTURE
Undergraduate
How has the role of pilgrimage evolved from antiquity to the present age, and how can the phenomenon of pilgrimage provide a modern window into how a people define what is spiritually significant? Might the phenomenon of pilgrimage, as it is found in nearly every religious tradition, provide a common language and thus a means for building bridges across boundaries of religious difference? This course examines pilgrimage as a religious, cultural, historical and ethical phenomenon. Using methodologies developed in the study of religion, ethics, anthropology and popular culture, this course will introduce students to pilgrimage as it is practiced in expressions of Judaism, Christianity and Islam. The aim of this course is to explore some of the competing typologies and events associated with the formal study of religious ritual and then apply these learnings to modern cultural phenomena, work that will prepare students for the project of constructing their own pilgrimages.

REL 287
ROMAN CATHOLIC MORAL TRADITIONS
Undergraduate
This course examines various moral topics within a Roman Catholic framework. Papal pronouncements, Magisterial statements, Episcopal texts, the works of influential theologians, and critical voices both within and beyond the Church will be critically examined. Special attention will be paid to the method of moral argumentation.

REL 290
LATINO/A LIBERATION TRADITIONS
Undergraduate
What does liberation mean in the context of the Americas today? How have people of Latin American descent -- both in Latin America and the United States -- connected conceptions of liberation to related ideas of liberty and freedom, as well as to notions of political revolution, cultural identity, and prophetic forms of religious faith? This course examines how these questions have been theorized across the Latino/a Americas, especially as they relate to questions of religion. Topics include liberation philosophy, critical pedagogy, prophetic religion, cultural praxis, Latina feminism, and decolonial thought.

REL 291
LOOKING FOR GOD IN LATIN AMERICA
Undergraduate
An examination of religious traditions such as Catholicism, indigenous religions, and Protestantism in Latin America, with special focus on how these traditions have been transplanted and reshaped upon entry into varied Latino communities in the United States. Historical analyses of the Latin American roots of these traditions will provide contextualization for the ongoing examination of transnational religious cultures in the U.S.
REL 295
SECTARIAN MOVEMENTS WITHIN ISLAM (CROSS-LISTED WITH IWS 295)
Undergraduate
This course will look at the various sects within Islam such as Shi'ism, Kharjism, etc. The course will also look at theological sects such as the Mu'taziliets. The course will be concerned with the history, the beliefs, and the present circumstances (if they still exist today) of these sects.

REL 298
METHODS AND APPROACHES IN THE STUDY OF RELIGION
Undergraduate
A study of the methods, theories, and philosophical approaches used to describe what is termed "religion" in the West. The course will focus on the central questions, key authors, and historical movements that have influenced the field of religious studies. Formerly REL 208.

REL 299
RELIGIOUS STUDIES, OFF-CAMPUS
Undergraduate
Religious Studies credits earned off-campus. Topics vary.

REL 300
THEORIES OF CULTURE AND RELIGION
Undergraduate
An investigation of the cultural study of religion. Considers classical, modern and postmodern approaches from a variety of traditions and academic disciplines. Uses a variety of materials such as oral and written texts and visual artifacts, as well as the works of major theorists.

REL 301
THEORIES OF RELIGION AND SPIRITUALITY
Undergraduate
An interdisciplinary investigation into the nature of religious experience drawing on the fields of anthropology, psychology, sociology, and theology.

REL 305
TOPICS IN RELIGION AND CULTURE
Undergraduate
Examines particular issues in the relationship between religion and culture. Specific topics for current offering are noted in the current class schedule.

REL 320
TOPICS IN RELIGIOUS ETHICS
Undergraduate
Examines methods and content of religious ethics. Specific topics for current offering are noted in the current schedule.

REL 322
FEMINIST ETHICS (CROSS-LISTED WITH WGS 310/410 & MLS 477)
Undergraduate
An investigation of theoretical issues regarding women's moral experiences and of feminist ethical arguments combatting various forms of oppression.

REL 324
ISLAMIC LAW (SHARIAH) AND AMERICAN CULTURE
Undergraduate
An intensive study of the many dimensions of religious liberties in a pluralist society. Explores the language of constitutional and political discourse generally, and the ways in which language affects an understanding of the First Amendment. Includes case studies on particular religious communities and their encounters with American law.
REL 340  
INQUIRIES IN WORLD RELIGIONS  
Undergraduate  
Various topics within the comparative study of religions. Specific topics for current offering are noted in the current schedule.

REL 341  
TAOISM: CHINA'S INDIGENOUS HIGH RELIGION  
Undergraduate  
A study of Taoist thought, imagination and expression, through sacred literature, the organization of clergy, and the nature and function of its institutions in interaction with the authority of the Chinese state, with Buddhism, and with the broader scheme of popular Chinese culture and religion.

REL 342  
ZEN MIND  
Undergraduate  
A study of the thought and practice of Zen Buddhism, focusing on the role of Zen in shaping ideas, ethics and the arts in Japan and America.

REL 343  
MORAL PHILOSOPHY AND ETHICS IN CHINA  
Undergraduate  
An exploration of Chinese ethics the philosophical, religious and socio-political traditions which shaped them and were formed by them. Considers the major philosophical schools of China's classical age--Confucianism, Monism, Taoism, and Legalism--with Han dynasty cosmology, the ethical orientations of the Taoist and Buddhist religions, neo-Confucianism, and also the traumatic encounter with western power and thought. Addresses comparative issues concerning traditional Chinese values in relation to western views, particularly in terms of modern relations between China (and East Asia) and the west.

REL 344  
YOGA AND TANTRA  
Undergraduate  
An examination of the history, philosophy and cultural meaning of body-oriented liberative techniques as they developed on the Indian subcontinent and Himalayan region in Hinduism and Buddhism. Students registering for this course are expected to have studied one or both of these traditions in courses such as REL 142, 143, 242, or 243, or in other courses. Background in theory is also useful.

REL 350  
TOPICS IN RELIGIOUS THOUGHT  
Undergraduate  
Examines specific methods, issues, and/or movements in religious thought. Specific topics for current offering are noted in the current class schedule.

REL 351  
LIBERATION THEOLOGY  
Undergraduate  
Focuses upon the ideas and practices of a radical movement for the transformation of Christianity and for social justice that originated in the “Basic Christian Communities” of Latin America and spread from there to North America and the Third World. Entails either an Applied Research or Service Learning component.

REL 360  
SACRIFICE AND TIME IN ANCIENT MEXICO AND CENTRAL AMERICA  
Undergraduate  
An exploration of the history of Mesoamerica before Columbus and the conquistadores, from the perspectives of the indigenous peoples, their conquerors, and contemporary scholars, with special emphasis upon the religious and cultural dimensions of Mesoamerican civilization.
REL 362
JEWS AND THEIR MESSIAHS
Undergraduate
This course will introduce students to the history of messianic beliefs in Judaism from biblical times to the present. It is often assumed that messianism, i.e. the belief in a savior figure destined to come in the future to usher in a new age of redemption and moral goodness, has always been central to Judaism. The course will examine whether our modern concept of messianism can be used as a valid tool to describe Jewish religious experience. The course will also analyze the extent to which Jewish messianic beliefs varied over time by examining major messianic texts and movements in their historical, literary, and cultural contexts.

Sophomore standing is a prerequisite for this class.

REL 363
CLASSICAL TEXTS IN JUDAISM
Undergraduate
An advanced analysis of selected Jewish texts.

REL 365
TEXTS, HISTORY, AND ISLAM
Undergraduate
An advanced analysis of selected Islamic texts.

REL 370
FEMINIST THEOLOGIES
Undergraduate
An exploration of women's experience as a primary resource and norm for theology, focusing on themes of inclusion, exclusion, representation and liberation in particular social, political and historical contexts.

REL 372
SEXUALITY, GENDER AND RELIGION: CROSS-CULTURAL PERSPECTIVES
Undergraduate
A consideration of religion and feminism in differing cultural contexts using a comparative perspective. While the course will consider selected Western viewpoints, its emphasis will be on a sampling of different emerging feminisms of non-Western religious traditions.

REL 380
TOPICS IN RELIGIOUS TEXTS
Undergraduate
Examines methods and meanings in the study of religious texts. Specific topics for current offering are noted in the current class schedule.

REL 382
RELIGION IN THE CONTEMPORARY UNITED STATES
Undergraduate
An advanced examination of traditional communities and contemporary movements in the United States.

REL 384
THE CULTURE OF AMERICAN CATHOLICS
Undergraduate
How has the unique experience of immigration shaped the American Catholic Church from the colonial period to the 21st century? How did the idea of “the Church” as an authoritative hierarchy come about in the mid-20th century, and how has that notion been challenged by immigrant communities, as well as artists and intellectuals? Drawing on the disciplines of history, sociology, anthropology, cultural theory, literature and the arts, this course looks at those who built the church and those who challenged and changed it. (Course is cross-listed as REL 384, CTH 384 and MLS 464.)
REL 390
INTEGRATING SEMINAR
Undergraduate
A seminar for Religious Studies majors focusing upon the methods, classic texts and current issues in the study of religion.

At least junior standing and permission of the department chair are prerequisites for this course.

REL 392
FOREIGN STUDY IN RELIGION
Undergraduate
Under this number, students taking courses in religion or theology as part of a DePaul-sponsored program of study abroad may receive Religious Studies credit when approved in advance by the director of the Foreign Studies Program and the chair of the Religious Studies Department.

REL 393
INTERNSHIP IN RELIGIOUS STUDIES
Undergraduate
Open only to students working on Religious Studies major or minor concentrations. For more information contact the department chair. .

At least junior standing and permission of the department chair are prerequisites for this course.

REL 397
SENIOR THESIS
Undergraduate
Religious Studies majors who wish to undertake a special project of independent study are encouraged to apply. Student works towards completion of a special project under the direction of a project coordinator and faculty committee of three. Student must have a cumulative GPA of at least 3.000 overall, 3.100 in Religious Studies courses, and permission of the department chair.

REL 398
INDEPENDENT STUDY
Undergraduate
A two-credit course done under the supervision of a faculty member with the permission of the Department Chair.

REL 399
INDEPENDENT STUDY
Undergraduate
Independent Study

At least junior standing and permission of the department chair are prerequisites for this course.

RELC 211
INTERPERSONAL COMMUNICATION (Formerly CMNS 211)
Undergraduate
An introduction to the factors that shape communication between two people. Topics include self-concept formation, perception, message formation, verbal and nonverbal communication, active listening, and defensiveness. (Relational) (Formerly CMNS 211)

RELC 290
COMMUNICATION WORKSHOP (VARIBLE TOPICS) (Formerly CMNS 290)
Undergraduate
This course allows students to sample a range of hands on, practical offerings in communication that can enhance their knowledge and expertise. Topics offered include survey design and focus groups. (Formerly CMNS 290)
RELC 311
TOPICS IN RELATIONAL COMMUNICATION (Formerly CMNS 311)
Undergraduate
Explores specialized topic within the field of interpersonal communication. Past topics have included: emotions & communication, gender & its relation to interaction, the "social construction" of interpersonal realities, etc. (Formerly CMNS 311)

RELC 312
EVOLUTION AND COMMUNICATION (Formerly CMNS 312)
Undergraduate
This seminar explores how communication, across a variety of topics, can be understood with respect to the theory of evolution. Specifically, this course examines how millions of years of human evolution influences how people interact in their personal and social relationships. (Formerly CMNS 312)

RELC 313
NONVERBAL COMMUNICATION (Formerly CMNS 313)
Undergraduate
This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include: physical appearances, gestures, face and eye behavior, vocalics, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts. (Relational, Group, Organizational) (Formerly CMNS 313)

RELC 314
FAMILY COMMUNICATION (Formerly CMNS 314)
Undergraduate
This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. (Relational, Group, Organizational) (Formerly CMNS 314)

RELC 318
CLOSE RELATIONSHIPS (Formerly CMNS 318)
Undergraduate
This course examines the role of communication in the development, maintenance, and deterioration of romantic attachments. Topics include attraction, intimacy and self-disclosure, attachment beliefs, jealousy, satisfaction, commitment, trust, betrayal, conflict, autonomy, interdependence, etc. (Relational) (Formerly CMNS 318)

RELC 319
THE DARK SIDE OF PERSONAL RELATIONSHIPS (Formerly CMNS 319)
Undergraduate
This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, verbal aggression, etc. (Formerly CMNS 319)

RELC 320
DECEPTIVE COMMUNICATION (Formerly CMNS 320)
Undergraduate
Explores the use of deceptive communication in social and personal relationships from a range of theoretical perspectives including ethics, evolutionary biology, linguistics, social and developmental psychology and jurisprudence. (Formerly CMNS 320)

RELC 329
PERSUASION (Formerly CMNS 329)
Undergraduate
Explores major theoretical assumptions of current persuasion research. Examines causes and effects of effective and ineffective persuasion. Analyzes persuasive skills and strategies for a variety of persuasion applications, e.g. political, interpersonal, intercultural, and advertising. (Formerly CMNS 329)
The goal of this course is provide students with a research-based understanding of the role of communication within dating relationships. Accordingly, this course traces the life-cycle of a dating relationship. Specifically, this course begins by examining initial interactions that are potentially romantic and could turn into dating interactions. Next, the course focuses on how people engage in dating relationships and the factors that influence relationships. Finally, the course concludes with what happens after dating (i.e., long term commitment/marriage, relational termination, or the death of a partner). (Formerly CMNS 340)

Structured and supervised student participation in collegiate debating, radio production or group presentations for various audiences. Includes practical experience in research, rehearsal and performance. Students may take a maximum of 2 credit hours in one quarter, 4 credit hours in the major, and 8 total credit hours.

Students will gain an understanding of the different meta-theoretical frameworks used to explain relational communication as well as an understanding of what theories are and how theories are developed. A wide range of relational theories will be used in explaining what constitutes relational communication. Students will be provided with opportunities to apply theoretical concepts to everyday personal and professional relations as well as given opportunities to critique and analyze the efficacy of those theories presented.

This course will examine current research examining the communication processes that keep ongoing relations healthy, constructive and functions. Openness, accessibility and fairness all contribute to the health and maintenance of ongoing relationships. But other theories including social exchange theory, interdependence theory and theories of self-disclosure, uncertain reduction and avoidance all contribute to understanding why some relationships continue while others falter. The concepts, theories and models pertinent to understanding mature relationships and why they remain vital, constructive and functional will constitute the foundation for this course. Students completing the course will understand strategies for strengthening ongoing relationships while simultaneously assessing key areas in need of development or remediation.

This course will explore the unique role that attachment styles play in the formation, maintenance, and deterioration of close relationships. Attachment theory will be used to examine how working models of self and other influence patterns of interaction among relational partners. Topics will include how attachment styles influence self-disclosure, conflict resolution, jealousy and deceptive communication. Students will also explore communicative strategies for dealing with attachment related problems.

This course is designed to provide students with a framework that offers the opportunity to choose and read a list of central texts in Relational Communication. Students will all read and discuss, together, at least one historical text and two books that were identified as seminal or central texts by a group of leading scholars in Communication Studies. Students will then identify a list of 3-5 additional central texts in their particular area of the discipline (e.g., emotion, relational dialectics, face work) and read those texts throughout the quarter, reporting their findings to colleagues in the seminar. Each student?s reading list must be compiled and approved by the professor. The seminar participants will complete outlines (which will be shared with all class participants), discussion questions, and facilitate class discussion about their chosen texts. Through reading and thinking about the material, this will produce high-quality and provocative discussion resulting in quality work that will be distributed to colleagues leading to a more holistic understanding about relationship studies.
RELC 511
TOPICS IN INTERPERSONAL COMMUNICATION
Graduate
Explores specialized topics within the field of relational communication. Past topics have included emotions and communication, gender and its relationship to interaction, and the social construction of interpersonal realities.

RELC 513
NONVERBAL COMMUNICATION
Graduate
Nonverbal messages are important as we typically monitor our own nonverbal messages less, but believe others' nonverbal messages more than their verbal messages. Likewise, research suggests that 65% of our communication is based on nonverbal messages and some estimates are as high as 93%. Clearly such messages are important, yet we spend little time examining such messages. That said, the goal of this course is to provide you with a research based overview of a variety of nonverbal messages, that is, everything we communicate without using our words. This course surveys various conceptual areas generally subsumed under the broad rubric of nonverbal communication. Topics include physical appearances, gestures, face and eye behavior, vocalic, proxemics, touch, time, environmental contexts as well as application of nonverbal behaviors to specific interpersonal communication contexts.

RELC 514
FAMILY COMMUNICATION
Graduate
This course surveys topics relevant to understanding communication phenomena in the setting of the family. Topics include: family systems, patterns, meaning, themes, roles and types, family life cycles, stressors and conflict, changing family forms and contexts. Students completing the course will understand the relationship between strong marital, parent child and sibling communication and relational satisfaction. Furthermore students will learn how to pay closer attention to the nonverbal manifestations of thoughts and feelings, be prepared for solving unavoidable family problems, be able to detect the conditions that contribute to excessive family conflict, understand how lack of intimacy weakens family structures, and distinguish between the need for instrumental and affective communication in strengthening family bonds.

RELC 519
DARK SIDE OF INTERPERSONAL COMMUNICATION
Graduate
This course explores the "dark side" of interpersonal communication by examining the growing literature on the troubling or problematic aspects of close relationships. Topics covered include relational dilemmas, relational control and dominance, hurtful messages, paradoxical communication, social predicaments, relational transgressions, privacy violations, physical abuse, and verbal aggression. Upon completion of the course students will understand the positive and negative consequences of avoiding topics for discussion, they will understand how uncertainty constitutes both an obstacle and an opportunity in a relationship, they will better understand the difficulties of transitioning from online to offline relationships, they will understand the kinds of events that people perceive to be hurtful as well as the consequences of complaining, bullying, whining and teasing.

RUS 101
BASIC RUSSIAN I
Undergraduate
Listening to, speaking, reading and writing Russian in a cultural context for the beginning student.

RUS 102
BASIC RUSSIAN II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations.

RUS 103
BASIC RUSSIAN III
Undergraduate
Further work on the basic elements of the Russian language, spoken as well as written, with due regard to the cultural context of Russian expression.
RUS 104
INTERMEDIATE RUSSIAN I
Undergraduate
Intensive practice in the use of Russian through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.

RUS 105
INTERMEDIATE RUSSIAN II
Undergraduate
Continuing practice in spoken and written Russian and further development of reading and listening abilities in an authentic cultural context.

RUS 106
INTERMEDIATE RUSSIAN III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Russian with a concomitant heightened awareness of the cultural dimensions of the Russian language.

RUS 197
SPECIAL TOPICS IN RUSSIAN
Undergraduate
See schedule for current offerings.

RUS 198
STUDY ABROAD
Undergraduate
Variable credit.

RUS 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

RUS 201
ADVANCED RUSSIAN LANGUAGE I
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. RUS 106 or equivalent recommended.

RUS 202
ADVANCED RUSSIAN LANGUAGE II
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. RUS 106 or equivalent recommended.

RUS 203
ADVANCED RUSSIAN LANGUAGE III
Undergraduate
Third-year course covering oral and written communication, reading and writing, and grammar and syntax. RUS 106 or equivalent recommended.

RUS 205
ADVANCED RUSSIAN: LITERATURE AND CULTURE I
Undergraduate
Grammar, written composition and cultural readings for native speakers of Russian.
RUS 206
ADVANCED RUSSIAN: LITERATURE AND CULTURE II
Undergraduate
Continued emphasis on improved grammar and writing for native speakers of Russian with collateral cultural readings.

RUS 207
ADVANCED RUSSIAN: LITERATURE AND CULTURE III
Undergraduate
Advanced composition and writing course emphasizing standard and literary language with appropriate literary and cultural readings.

RUS 297
SPECIAL TOPICS IN RUSSIAN
Undergraduate
See schedule for current offerings.

RUS 298
STUDY ABROAD
Undergraduate
Variable credit.

RUS 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

RUS 316
RUSSIAN NOVEL
Undergraduate
The course will allow students to read and analyze novels from important Russian authors such as Tolstoy, Gorky and Zamyatin. Students will write papers and present short stories on these authors as well as others. Cross-listed with MOL 316. RUS 106 or equivalent, and RUS 201-203 or RUS 205-207, recommended.

RUS 317
RUSSIAN SHORT STORY
Undergraduate
The course will allow students to read and analyze short stories from important Russian authors such as Chekov, Bunin and Bulgakov. Students will write papers and present short stories on these authors as well as others. Cross-listed with MOL 317. RUS 106 or equivalent, and RUS 201-203 or RUS 205-207, recommended.

RUS 318
MASTERPIECES OF RUSSIAN LITERATURE
Undergraduate
This course will explore masterpieces of Russian literature from a variety of genres: plays, novels, short stories and poetry. Works by authors such as Tolstoy, Chekov, Dostoyevsky, Gogol, Nabokov, Pushkin, Turgenev, Akhmatova, Mayakovsky, Pasternak and Yevtushenko will be read within their historical context to provide a basis for literary appreciation and analysis. RUS 106 or equivalent, and RUS 201-203 or RUS 205-207, recommended.

RUS 360
REALISM IN RUSSIAN DRAMA
Undergraduate
This course will explore masterpieces of Russian drama from the 18th and 19th centuries. Playwrights such as Puskin, Gogol, Turgenev, Tolstoy, Chekov and Ostrovsky will be studied to examine Realism within the context of the dramatic genre. RUS 106 or equivalent, and RUS 201-203 or RUS 205-207, recommended.
RUS 361
TWENTIETH CENTURY RUSSIAN DRAMA
Undergraduate
This course will explore Russian Drama within the context of the pre- and postwar period. Playwrights such as Chekov, Bulgakov, and emigre writers, as well as post-Soviet authors, will be examined. Through extensive treatment of the dramatic genre, students will have a clearer understanding of Russian drama as an art form. RUS 106 or equivalent, and RUS 201-203 or RUS 205-207, recommended.

RUS 369
RUSSIAN LITERATURE AND FILM
Undergraduate
Greatest Russian short stories, plays, and novels of the 19-20th century, as presented in films by Soviet and Post-Soviet film-makers. Readings in the original (Russian) of Tolstoy, Dostoevsky, Ostrovsky, Chekhov, Bulgakov, and Pasternak's work.

RUS 397
SPECIAL TOPICS IN RUSSIAN
Undergraduate
See schedule for current offerings.

RUS 398
STUDY ABROAD
Undergraduate
Variable credit.

RUS 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

RUS 497
SPECIAL TOPICS IN RUSSIAN
Graduate
See schedule for current offerings.

RUS 498
STUDY ABROAD
Graduate
Variable credit. Permission required.

RUS 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

SAP AMST01
SHORT-TERM PROGRAM: AMSTERDAM, BRUSSELS AND PARIS
Undergraduate
This short-term December intercession program to the Netherlands, Belgium, and France examines the role of globalization and its economic and cultural impacts on the urban areas of these countries. The Program includes two coordinated courses taken in the fall and winter quarters.
SAP ARCH01
SHORT-TERM PROGRAM: ARGENTINA AND CHILE
Undergraduate
This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP ARCH02
SHORT-TERM PROGRAM: ARGENTINA AND CHILE
Graduate
This short-term December intercession program explores the history, culture, economics, and politics of Argentina and Chile. The program includes meetings with university students and faculty, representatives of the arts, domestic and foreign businesses, the U.S. expatriate community, and Consular officials, as well as visits to cultural and historical institutions. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP ATHN99
TERM PROGRAM: ATHENS, GREECE
Undergraduate
This term-long study abroad program in Athens is offered for Winter-Spring quarters through Greece’s renowned College Year in Athens (CYA). Coursework and excursions juxtapose the history and contributions of ancient Greece with the Greece of today—a country situated geographically, socially and culturally at the confluence of Europe, Asia, Africa and the Middle East. Students earn a total of 32 credits for five courses through CYA. Two courses are required: a Modern Greek language course and an Art and Archaeology course. The remaining three electives are worth 6 credits each and may be chosen from CYA’s wide range of disciplines, which include Art and Archaeology, Classical Languages, Environmental Studies, Ethnography, History, International Relations, Literature, Modern Greek Language, Philosophy, Political Science, and Religion.

SAP BAHM01
SHORT-TERM PROGRAM: BAHAMAS
Undergraduate
This short-term December intercession program to the Bahamas is for students interested in history, archaeology, and applied anthropology. During this three-week program, students explore the Bahamas’ history and culture in Nassau, San Salvador, and Abaco. In addition, students participate in either an archaeological research project covering slavery and emancipation or an applied anthropological research project examining migration and community development. The program includes two coordinated courses, one in history and one in anthropology taken in the fall and winter quarters.

SAP BAHM02
SHORT-TERM PROGRAM: BAHAMAS
Graduate
This short-term December intercession program to the Bahamas is for students interested in history, archaeology, and applied anthropology. During this three-week program, students explore the Bahamas’ history and culture in Nassau, San Salvador, and Abaco. In addition, students participate in either an archaeological research project covering slavery and emancipation or an applied anthropological research project examining migration and community development. The program includes two coordinated courses, one in history and one in anthropology taken in the fall and winter quarters.

SAP BDP97
TERM PROGRAM: BUDAPEST, HUNGARY (AY)
Undergraduate
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe’s most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory.
The study abroad program at Corvinus University in Budapest, Hungary is offered in Autumn, Winter-Spring or for a full Academic Year. Students become part of a multinational and intercultural community of students from around the world, living and studying together in one of Europe's most beautiful cities. This program is appropriate for a broad range of majors, and is highly recommended for its International Business courses. DePaul students either live an apartment shared with international students or in a dormitory. Students receive a total of 30-36 credits in the winter-spring quarters.

This short-term December intercession program takes student to Dubai and Bahrain. The courses explore the commercial context and labor practices in this intensely transnational economy. Students will meet with policy makers, corporate managers and laborers to gain multiple perspective on business practices. Preparatory classes will provide the historical, social and cultural context to understand the region's economy. Students enroll in two courses associated with this program.

This term-long study abroad program in China is offered during the Winter-Spring quarters at Tsinghua University in conjunction with Syracuse University. This program is designed to address the complexities of contemporary China and its languages. The academic program begins with a two-week field study seminar to Beijing, Xi'an and Shanghai, and is followed by classroom study at Tsinghua. Students live in single dormitory rooms on Tsinghua's modern campus.

This term-long study abroad program is designed for students interested in German language and society. After successfully completing the winter and spring quarters students have the option of staying for the fall quarter. Students begin the program at DePaul University's Lincoln Park campus with a focus on learning about German history and society.

This short-term graduate program to Belgium allows students to broaden their perspective on public-policy analysis and public service management in an international context. The course explores how globalization is affecting national governments and traditional cultures while encouraging the creation of international non-profits and supra-national governing agencies. Students will learn how large agencies, such as the European Union and NATO, are strengthening relationships and working more closely with grassroots organizations throughout the world.
This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.

This short-term December intercession program to Brazil is designed for students from all colleges. Visiting three cities in Brazil, the course focuses on Information Technology (IT) in Brazil from multiple perspectives. Students learn about the history and development of IT in Brazil, the role it plays in economic development as well as its socio-cultural impact. In addition to seeing some of the highlights of the city, the participants will conduct a number of site visits to businesses, government offices, non-governmental organizations and institutions of higher learning. The program is open to graduate and undergraduate students from any college at DePaul. The program starts with several pre-departure sessions and continues through the winter quarter with meetings scheduled upon return.

This short-term program is designed to provide students with an understanding of social area analysis, neighborhood change, land use, and other topics by exploring the planning initiatives underway in Curitiba, Brazil, one of the most innovative urban areas in South America. The program site serves as an "urban laboratory" to evaluate a wide range of policies intended to enhance the efficiency and "livability" of a metropolitan region, improve public services, and support the development of critical infrastructure. At the host institution, the Pontificia Universidade Catolica do Parana (PUCPR), students critically evaluate how various strategies can be used to promote harmonious development and economic improvement in complex metropolitan areas involving many different units of government. They also compare the strategies used in Curitiba with those used in Chicago.

This business seminar to Beijing and Shanghai focuses on the evolution of ownership structures in China spurred by the country's membership in World Trade Organization (WTO). Through visits to majority-Chinese owned companies, Joint Ventures between Chinese and foreign companies, as well as wholly foreign owned companies, students have the opportunity to explore China's changing economic and regulatory structures and gain an understanding of how Chinese business culture varies across companies according to their different ownership structures.

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This short-term program in Chiapas, Mexico focuses on sustainable development and indigenous rights in the Mayan cultures of Chiapas, Mexico. Participants learn about development and sustainability through meetings with fair trade cooperatives, women's organizations and Mexican and international nongovernmental organizations (NGOs). They learn about the effect of globalization on indigenous economies, organizations, and identities, as well as, the ongoing Chiapas struggle for democracy, justice, and dignity. Although language study is not a pre-requisite, Spanish-speaking students could maximize their learning in this program.
SAP CHTB01
SHORT-TERM PROGRAM: CHINA AND TIBET (SNL)
Undergraduate
This short-term study abroad program to China and Tibet is offered by the School for New Learning during the summer. Focusing on ethnic minority cultures located mostly in and around Yunnan province, students examine China's current state as they encounter regions that practice traditional beliefs and customs despite the monumental changes that are occurring. By traveling in present-day China and Tibet, students gain insight into the balance between a society's rich and complex past and the present. Students can register for either 3 or 4 competencies (with committee permission). Non-SNL students may apply for credit for this course with the approval of their department advisors.

SAP CLMB01
SHORT-TERM PROGRAM: COLOMBIA (SNL)
Undergraduate
This short-term study abroad program to Cartagena, Colombia is offered by the School for New Learning during December intercession. Cartagena, Colombia provides the backdrop for this course which will stimulate your thinking about the meaning of leisure in your life and the interrelated nature of leisure in our global society. Cartagena offers a rich sense of history, beautiful beaches, excellent food, cultural events, competitive sports, and superior natural areas. Its heterogeneous ethnic and racial make-up is unmatched in the world making it a perfect environment to study and experience leisure. This program will be led by a faculty member of the School for New Learning.

SAP CLMB02
SHORT-TERM PROGRAM: COLOMBIA (SPS)
Graduate
The program to Bogota, Colombia, seeks to expose students to ethical management tools and issues in an international context. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues of ethics in public service management. Students will also learn about how issues of ethics cross borders and the cultural sensitivities that are often involved in public service management through an immersion in Bogota, organizational site visits, and intensive fieldwork.

SAP CNMX99
EXCHANGE: NAMP (CANADA & MEXICO)
Undergraduate
The Program for North American Mobility in Higher Education is a run cooperatively by the governments of the United States, Canada, and Mexico. The purpose of this program is to promote a student-centered, North American dimension to education and training. Students gain specialized knowledge of free-trade and migration issues within a cross-cultural environment. Students study abroad for a semester in Canada or Mexico at one of the four partner universities: Universidad Iberoamericana or Universidad de Guanajuato in Mexico; York University or Concordia University in Canada. All students will take part in research for a case study that will be used in a final publication of NAMP (North American Mobility Project).

SAP CUBA01
SHORT-TERM PROGRAM: CUBA
Undergraduate
This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.

SAP CUBA02
SHORT-TERM PROGRAM: CUBA
Graduate
This study abroad program introduces the history, culture, economics, and politics of Cuba before and after the revolution of 1959. During their travels, participants will interact with Cuban students, professors, policy makers, artists, and average citizens. From a historical perspective on the Cuban Revolution, students will learn about its impact on Cuban society, Latin America, the "Third World," and the United States, while focusing specifically on the contemporary international business environment and economic climate in Cuba.
This program seeks to expose students to comparative and foreign policy issues as they pertain to the bilateral relations between the United States and Cuba. By engaging with and learning from local practitioners, students will enhance their intercultural understanding, communication skills, and examine alternative approaches to issues in foreign policy. Students will learn about how policy issues cross borders and the cultural sensitivities that are often involved in foreign policy through an immersion in Havana, organizational site visits, and intensive fieldwork.

This short-term seminar to Prague and Vienna will broaden your general awareness of the international business climate of Central Europe. You will be provided with an understanding of the business, political and educational issues affecting this region's transition from a centralized to a market driven economy.

This graduate nursing program examines health care in the Czech Republic, particularly its political, social, economic, and ethical implications. Networking with Czech medical and nursing students and government employees, participants learn about the contemporary changes in nursing science and practice in national and European contexts. Their experiences abroad help students draw parallels and contrasts to health care policies, practice, and access in the United States.

This term-long study abroad program in Dublin, Ireland is offered in cooperation with Ireland's Institute of Public Administration. Upper level undergraduates have the outstanding opportunity to study and intern in the Irish Parliament or a non-governmental organization. During the winter and spring terms, students earn a total of 28 DePaul credits: 10 credits for the internship and 18 credits for the remaining courses.

Visiting three countries in Europe, participants explore sustainable value creation - a multidisciplinary concept of economic development, technological advancement, and environmental sustainability/energy conservation. A variety of interactions and visits with CleanTech companies, fossil-free communities, and a zero-carbon city make up the bulk of travel. At each site, students connect with key executives and local governments and visit the physical plants and facilities.
SAP DMSW02
SHORT-TERM PROGRAM: DENMARK, SWEDEN, AUSTRIA (COMMERCE)
Graduate
Visiting three countries in Europe, participants explore sustainable value creation - a multidisciplinary concept of economic development, technological advancement, and environmental sustainability/energy conservation. A variety of interactions and visits with CleanTech companies, fossil-free communities, and a zero-carbon city make up the bulk of travel. At each site, students connect with key executives and local governments and visit the physical plants and facilities.

SAP DUBL01
SHORT TERM PROGRAM: SPS DUBLIN
Graduate
These summer seminars in Dublin are offered by the School of Public Service in conjunction with All Hallows College in Dublin. The courses are taught by American and Irish faculty. There, they explore public service management and strategy as applied in non-government sectors, such as health care, social service, associations, education, and the arts. The program offers one-week, executive-style courses that may be taken in sequence. Additional program meetings are held on DePaul's campus prior to and after travel.

SAP ENGL01
SHORT-TERM PROGRAM: ENGLAND (SNL)
Undergraduate
This short-term December intercession program to Great Britain offered by the School of New Learning provides opportunities for students to gain valuable understandings of religion, art, and culture that endures in present day Britain while unraveling its rich and complex past. This program's structure is that of a pilgrimage, allowing students some time for reflection as well as learning as they encounter sacred space, respond to aesthetic artifacts and religious rituals, and engage in guided inquiry about the role of these institutions of religion, culture, and education in the past as well as the present.

SAP ESIT01
SHORT-TERM PROGRAM: ESTONIA & ITALY (SNL)
Undergraduate
Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students.

SAP ESIT02
SHORT-TERM PROGRAM: ESTONIA & ITALY (SNL)
Graduate
Participants in this two-country study abroad course on cross-cultural communication will examine how language and interactions are used in various contexts in Estonia and Italy. They will observe communication dynamics in informal settings, such as cafes and piazzas, and in the formal setting of schools and universities. Using concepts from assigned readings, they will then analyze how different socio-cultural factors shape individuals and interaction patterns in both societies, as well as in the United States. A primary focus will be on Estonian and Italian schools and universities, where participants will compare these organizational structures and study their implications for cross-cultural communication among and between teachers and students.

SAP FRNC01
SHORT-TERM PROGRAM: FRANCE
Undergraduate
his short-term summer program in France takes students on a cycling ‘pilgrimage’ as they explore issues associated with pilgrimage, Catholic Church history and the life of Vincent de Paul. Special attention will be given to an experiential exploration of the elements of pilgrimage, the historical dimensions of Vincent de Paul's life and its influence on the ideas and practices of modern Vincentians. The purpose of this program is to offer students an intense experiential complement to academic study and intellectual investigations into topics like religious devotion, the historical development of ideas and practices, migration, multiculturalism, poverty, women’s leadership in the Catholic Church, and ‘Vincentianism.’ Students enroll in two courses associated with the program.
SAP FRPO99
EXCHANGE PROGRAM: FRANCE (SCIENCES PO)
Undergraduate
Participants in this year-long exchange program with Sciences Po, an international university with campuses across France. Students are placed at one of their many campuses to study in courses focused on the historic, economic, political, and sociological facets of France, Europe, and the World.

SAP FRSW01
SHORT-TERM: FRANCE & SWITZERLAND (COMMERCE)
Undergraduate
Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods.

SAP FRSW02
SHORT-TERM: FRANCE & SWITZERLAND (COMMERCE)
 Graduate
Exploring the tourism industry in France and Switzerland, two of the most popular travel destinations in Europe, students compare and contrast customer behavior trends and tourism operations in these countries and the United States. In France, students concentrate on the infrastructure of transportation, lodging, food and beverage, and tourism opportunities for visitors. During the stay in Switzerland, students learn about regional transportation, the role of sports in tourism, and the cultural influences of national groups on the tourist experience. A major theme of the seminar is the concept of "a stranger in a strange land," providing students with a heightened awareness of what a traveler experiences, including the impact of jet lag, confusion in customs, and language difficulties with directions, instructions, explanations, and different foods.

SAP FYGR01
SHORT-TERM PROGRAM: FY@GERMANY
Undergraduate
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about the important scientific discoveries made by Johannes Kepler and Albert Einstein. Students learn about the people and the society these scientists lived in, apply their discoveries in lab activities, and investigate how science is presented by museums and science education centers in Germany and the U.S. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYIR01
SHORT-TERM PROGRAM: FY@IRELAND
Undergraduate
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students explore Dublin's rich literary and cultural traditions. Students read and discuss travel writing and other literature and are coached in writing about place using a variety of styles and genres. With this foundation, students travel to Ireland to visit Dublin and neighboring areas. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

SAP FYJD01
SHORT-TERM PROGRAM: FY@JORDAN
Undergraduate
This short term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students use archaeology, anthropology, and geography to uncover past and present experiences of what is now Jordan. Students discuss the impacts that artifacts, key events, and important players had in shaping the region. During travel, students spend time in the capital city of Amman and various archeological sites. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.
This short-term program for first-year students combines a Focal Point Seminar with a short study tour. In the Focal Point Seminar, students learn about Mayan civilization and its legacies in the Yucatan Peninsula today. Students read literature and view films produced by indigenous writers and filmmakers. During travel to Merida, the capital city of the Yucatan, students visit vibrant neighborhoods throughout the city and Mayan ruins. Travel takes place either in spring break or in late June for 7-10 days and is worth an additional 2 credit hours.

This short-term program will focus on immersion and deeper understanding of African traditional healing, colonial history, culture, and self-development. The other focus will primarily explore the opportunities and challenges of the current IT business environment, resulting in the launch of a media learning IT project with partner institution in Ghana.

This short-term seminar will focus in Munich and Berlin, which is one of Germany's biggest industrial centers. Once a symbol of Cold War division, Berlin today is a link between Western and Eastern Europe. The Berlin-Brandenburg capital region lies at the very heart of an expanding European Union and offers many new and exciting opportunities for the future! Culturally this seminar will take you to Dachau and many other on a WWII tour of Berlin.

In this business seminar, students will experience Hong Kong and Bangkok, two of the most beautiful, exciting locations of the 21st century. Through various company and site visits, students gain a unique cultural experience as well as the knowledge of global business management and organizations functioning in a foreign environment.
This short-term December intercession program takes students through India, beginning in the capital of Delhi and continuing on to the cities of Bangalore and Pune. In addition to guest lectures, guided observations and experiential learning activities, students learn about Indian environmentalism by participating in two restoration projects. The program includes two coordinated courses taken in the fall and winter quarters.

This short-term December intercession study abroad program creates learning opportunities for students to understand development challenges and the role of NGOs, the government, and for-profit entities in developing and implementing policy initiatives related to climate change, rural development, healthcare, education, gender initiatives, microfinance and micro-enterprise, micro-farming and organic farming, water management and watershed development. Students have the opportunity to interact with government administrators and leaders, Indian graduate students and program beneficiaries in rural and urban areas. Students complete four online learning modules prior to leaving for India.

This short-term business seminar provides students the opportunity to examine India's changing macro-environment (political, economic, cultural and demographics) and its fledging micro-environment (information services, manufacturing, retail and financial). During the program, students visit various Indian companies in several major urban centers such as Mumbai, Pune, Bangalore, and Delhi. In addition, students have the chance to visit specific rural areas to become acquainted with domestic-type NGO initiatives.

This short-term Autumn Quarter program offered by the School for New Learning brings students to one of Ireland's most scenic regions and the nation's most renowned arts festivals. Students explore cultural identity as expressed and supported by the arts, as well as the impact of land and landscape on culture and artistic expression. Clifden's largest festival, Clifden Arts Week, is an internationally renowned venue for the most impressive traditional and contemporary Irish culture. Four competences are available to students who have taken Research Seminar and who enroll for Externship or Advanced Electives.

This short-term Summer program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.

This short-term program explores the history and culture of Istanbul - the center of Byzantine civilization for a millennium, the capital of the Ottoman empire for more than 450 years, and the largest city of the modern Turkish republic. Students participating in this program must register for a specific spring quarter course and ENG 398 in summer session. Participants earn a total of eight academic credits.
SAP JAN01
SHORT-TERM PROGRAM: JAPAN (CDM)
Undergraduate
This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan’s gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films.

SAP JAN02
SHORT-TERM PROGRAM: JAPAN
Undergraduate
This short-term December intercession program in Japan focuses on the historical events of the 1945 atomic bombing, the religious sensibilities and ethics that informed responses to the event, and current nuclear issues. Students visit centuries-old temples and shrines in Kyoto, talk with an atomic-bomb survivor in Hiroshima, and visit Catholic churches Nagasaki, home to Japan’s largest Catholic community. The Program includes two coordinated courses taken in the fall and winter quarters.

SAP JAN03
SHORT-TERM PROGRAM: JAPAN (COMMERCE)
Undergraduate
This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors.

SAP JAN04
SHORT-TERM PROGRAM: JAPAN (COMMERCE)
Graduate
This short-term seminar will focus on SMEs and their drive to accelerate into the 21st Century behind smart, unconventional, strategies and partnerships and local-community leadership. During the seminar, students will be exposed to the traditional Japan national culture juxtaposed against a new paradigm of industry innovation and entrepreneurship. Students will visit both large traditional firms as well as non-traditional entrepreneurial SME firms involved in product and process innovations across several industry sectors.

SAP JAN05
SHORT-TERM PROGRAM: JAPAN (CDM)
Graduate
This short-term December intercession program in Japan is open to undergraduate and graduate students in CDM who have a strong interest in computer gaming and animation. A 2-week trip to Tokyo and Kyoto takes students to visit several gaming and animation companies in Japan. Touring studios and meeting with their developers and managers help students learn the characteristics and practices of Japan’s gaming and animation industries. Students also learn about issues involved in developing games and animation for the global market, and strategies for international promotion. In addition, the program introduces some of the latest and upcoming technologies in the field. Throughout the trip, students learn about the culture of Japan and how it is reflected in Japanese computer games and animation films.

SAP JRD01
SHORT-TERM PROGRAM: SPS JORDAN
Graduate
This short-term summer study abroad program to Jordan is designed for graduate students in Public Service. The program increases intercultural and managerial capacity of professionals interested in, or currently working with, refugees or with populations with Arabic or Middle Eastern origin. The immersion activities and international service learning increases students’ knowledge of refugees in Islamic contexts in Jordan. Participants will have the opportunity to study Arab culture and its impact on cross-cultural communication and service organizations in Jordan.
SAP KNYA01
SHORT-TERM PROGRAM: KENYA GBM
Undergraduate
This short-term December intercession program to Kenya is organized in conjunction with the Green Belt Movement (GBM), a grassroots non-governmental organization founded by Nobel Prize winner Wangari Maathai. Her renowned organization focuses on providing income and sustenance to millions through planting trees and restoring the environment. Classroom activities on campus prior to travel introduce students to the courses’ topics. While in Kenya, students and GBM members work on community projects such as tree planting, food security, and sustainable agriculture. Students enroll in two courses, one in the fall and one in the winter.

SAP KNYA02
SHORT-TERM PROGRAM: KENYA (SPSMSW)
Graduate
This short-term December intercession program offers graduate students the opportunity to study health, social welfare and development needs in metropolitan and rural Nairobi during the December intersession. Students will spend 2 to 3 weeks visiting schools, religious missions, community cooperatives, relief agencies and/or governmental offices to gain appreciation for the challenges and opportunities confronting Kenya and other African nations.

SAP KNYA03
SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL)
Undergraduate
This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants’ ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.

SAP KNYA04
SHORT-TERM PROGRAM: KENYA & TANZANIA (SNL)
Graduate
This program prepares students for lives in an increasingly globalized world by engaging issues and questions of the East African experience, including foreign pressures and influences on indigenous values and social justice dilemmas like class marginalization and the impacts of globalization on lifestyles and economies. Social and cultural exploration in which simple observation serves as a powerful tool for uncovering deeper meanings in everyday events in the lives of Kenyans and Tanzanians provides students with experiences to which they compare their lives in the United States through personal reflection. The participants’ ongoing dialogue with local cultures and peoples raises consciousness on global issues of justice, peace, politics and traditions. In addition, students have the chance to explore the landscape and the major natural monuments of both countries.

SAP KRKW99
TERM PROGRAM: KRAKOW, POLAND
Undergraduate
This term-long study abroad program in Poland is offered in Autumn Quarter. For the first three weeks, students tour Germany, the Czech and Slovak Republics, Hungary, and Austria and meet with students from these countries to discuss current political issues and contemporary life in the region. Students then participate in a short study tour of Northern Poland before beginning classes in October at the Jagiellonian University. During the term additional weekend excursions are planned to sites within Poland. Students study basic Polish at the Jagiellonian University. Other classes are taught in English.

SAP KYOT99
EXCHANGE PROGRAM: KYOTO, JAPAN (RITSUMEIKAN)
Undergraduate
The Study in Kyoto Program (SKP) at Ritsumeikan's Kinugasa Campus brings together students interested in Japanese studies from around the world. The SKP curriculum includes a range of Japanese language and Japanese studies courses, as well as practical seminars in traditional arts and crafts. Students stay in furnished private single rooms in dormitories on campus. Students participating in this student exchange program can apply for scholarships at the host institution at the time of application.
SAP LEUV95
TERM PROGRAM: LEUVEN, BELGIUM (W-S)
Graduate
This term-long study abroad program in Fall and Winter-Spring offers upper level undergraduates an exciting opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College. Winter-spring students earn a total of 27 credits: 4.5 credits for the internship and 4.5 credits for each of the five courses.

SAP LEUV96
TERM PROGRAM: LEUVEN, BELGIUM (W-S)
Undergraduate
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

SAP LEUV98
TERM PROGRAM: LEUVEN, BELGIUM (AQ)
Graduate
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

SAP LEUV99
TERM PROGRAM: LEUVEN, BELGIUM (AQ)
Undergraduate
This term-long study abroad program is offered in Fall and Winter-Spring. A highlight of this program is the opportunity to intern with a member of the European Parliament or for a non-governmental organization affiliated with the EU government. In addition to their internship, students take courses and live at the Louvain Institute for Ireland in Europe located in the Irish College.

SAP LNDN98
TERM PROGRAM: LONDON THEATER, ENGLAND
Undergraduate
This term-long study abroad program at the Central School of Speech and Design in London is open only to students from the Theater School.

SAP LNDN99
TERM PROGRAM: LONDON, ENGLAND
Undergraduate
This term-long study abroad program to London during the Winter-Spring term provides students options for studying and interning in one of Europe's most storied cities. Students enroll in classes at the University of Westminster in disciplines of a wide range. The program has an optional internship component, which provides career-orientated possibilities for students of almost any discipline.

SAP LYON99
EXCH PROGRAM: ATLANTIS (FRANCE & SWEDEN)
Undergraduate
This year-long trans-Atlantic dual degree program in technology and business prepares students for success in the interconnected world of the 21st century. Funded through a federal grant, this program provides financial support for students from DePaul's College of Computing and Digital Media (CDM) to spend one semester in France and one in Sweden. Students obtain two bachelor degrees upon successful completion of the program.
This term-long study abroad program is offered during the Fall quarter, with an option to remain abroad for the Winter quarter. The Fall program through Cultural Experiences Abroad (CEA) focuses on the studies of Spanish language and culture. The Winter program is offered in cooperation with Centers for Academic Programs Abroad and offers students the opportunity to further their linguistic and cultural competencies while interning in their area of study. During the Fall, students earn a total of 18 credits: 13.5 for their Spanish courses taken at Universidad Complutense Madrid and 4.5 for the course taught by the DePaul faculty director accompanying the group to Madrid. Students remaining for the Winter earn an additional 16 credits: 4 for Spanish courses, 4 for an internship course, and 8 for the internship.

Students who participate in the Fall quarter program in Madrid have an option of remaining in Madrid for the winter and conducting an internship. The Winter program is offered in cooperation with Centers for Academic Programs Abroad (CAPA) and offers students the opportunity to further their linguistic and cultural competencies while interning in their area of study. Students earn an additional 16 credits: 4 for Spanish courses, 4 for an internship course, and 8 for the internship.

Participants in this semester-long or year-long exchange program with Universidad Panamericana. Students enroll in a maximum of 6 courses or 24 credit hours per semester on this program. Universidad Panamericana in Guadalajara offers some courses in Business and Management taught in English.

This term-long study abroad program is offered during Summer-Fall terms. Students enroll at world-class Monash University, located outside of Melbourne. Monash's extensive range of course offerings satisfies the interests of students from any college or major. All students enroll in a Contemporary Australia course with excursions to the outback, the Great Ocean Road and sites around Melbourne. While in Australia, students can take advantage of many activities including outdoor excursions throughout Victoria and activities in and around Melbourne including attending sporting and cultural events. Students earn a total of 24 credits distributed between summer and fall terms.

This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students participate in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.
This short-term December intercession program explores the society and culture of Morocco and the ways in which Morocco has been written about in literature. The program begins in the cosmopolitan capital of Rabat and continues on to the imperial cities of Meknes and Fez. Students learn about Moroccan family life during homestays in Fez. These experiences, as well as the camel trek and desert camping trip provide material for student writing and reflections. Students enroll in two courses associated with this program, one in the fall and one in the winter.

This summer Arabic language program in Morocco provides seven weeks of intensive Arabic language study combined with cultural immersion and a home-stay experience. Students partake in intensive language study in the centuries-old city of Fez, Morocco at the Arabic Language Institute in Fez (ALIF). Private tutoring and cultural activities will be provided to strengthen language and cultural learning. Students enroll in a course about Moroccan society and culture taught by DePaul faculty members during the spring quarter prior to travel.

After successful completion of the Winter quarter program in Merida, a select number of students have the option of staying in Merida for the spring and conducting a service-learning internship. Students remaining for the spring enroll in Community Internship (CSS 395) in Merida and two Spanish courses.

This language intensive program in Merida, Mexico is offered during the Winter quarter. The activities, course work, and excursions highlight the ways in which the Yucatan Peninsula has developed cultural patterns and institutions quite different than the rest of Mexico. While in Merida for the winter, students enroll in two Spanish courses, Mayan Culture & Community (ANT 390/CSS 201), and a faculty director course.

This term-long program offers students the chance to craft short films and perfect their filmmaking skills in the cultural and artistic hub of Mexico. The program immerses students in Mexican film production, working with student film crews and sharing tricks of the trade with students from the prestigious university, Universidad Iberoamericana. In their integration into the rich life of Mexico City, students have the opportunity to incorporate the vibrantly colored environment, the fervor and chaos of rush hour, the mouthwatering smells of local restaurants and the constant hum of a foreign capital into the soul of their short films.

This program focuses on three overlapping sites of analysis in Mexico City, the world's fourth-largest megacity. First, students learn about the intense growth Mexico City has experienced over the past several decades and the ways that official urban planning efforts by federal and local officials have addressed the social, environmental, and infrastructural challenges that accompany a massive increase in population. Second, students study neighborhoods that have developed reputations as bohemian enclaves and subsequently experienced gentrification. Finally, field studies provide opportunities to learn about formal and informal spaces of leisure and popular culture. Visits to outdoor marketplaces in a variety of neighborhoods, alternative musical cultural centers, media outlets, and public squares and stadiums that serve as sites of national identity and local pride are included in the itinerary.
SAP MXCY04
SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE)
Undergraduate
In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP MXCY05
SHORT-TERM PROGRAM: MEXICO CITY & GOLD COAST (COMMERCE)
Graduate
In this two-way cultural exchange program in hospitality leadership, students compare and contrast tourism industry operations in Mexico and the United States with their peers at Iberoamerican University in Mexico City, whose visit to Chicago is coordinated by DePaul. Next, the DePaul students travel to Mexico City and Puerto Vallarta to visit local hospitality and tourism businesses with the Iberoamerican students. Through these visits, DePaul students explore the challenges of managing hospitality operations in Mexico and discuss differences in consumer behavior and preferences, impacts of culture in tourism behavior, forecasting issues, pricing strategies, ethical concerns, and service delivery variations.

SAP NLGS01
SHORT-TERM PROGRAM: NOGALES, MEXICO
Undergraduate
This short-term December intercession program takes students to visit communities, organizations and activists on both sides of the Mexico-US border. During course work and travel students explore changes affecting Nogales? economic, social, political and religious life in light of recent immigration policies and the North American Free Trade Agreement (NAFTA). Students also examine firsthand the impact of national borders on populations and return with new perspectives for establishing workable guidelines for social justice. Students enroll in two courses, one in the fall and one in the winter.

SAP NGYA99
TERM PROGRAM: NAGOYA, JAPAN (IES)
Undergraduate
This term-long program in Winter-Spring is hosted by Nanzan University in Nagoya and the Institute for the International Education of Students (IES). Students take an intensive Japanese language course and an additional three courses chosen from a range of Japanese Studies courses taught in English. Advanced language students may take seminars taught in Japanese.

SAP NTLD01
SHORT-TERM PROGRAM: NETHERLANDS (PSY)
Undergraduate
This short-term summer program gives DePaul students interested in psychology and business the opportunity to research and learn cross-cultural applications of Industrial Organization and Psychology through an experience in the Netherlands and France. Students will read research articles written by researchers in the Netherlands and France as well as readings that specifically address the cross-cultural

SAP OSKA98
EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAIDAI) (AQ)
Undergraduate
Participants in this exchange program with Kansai Gaidai University take four courses, two of which are Japanese language classes. The remaining courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.

SAP OSKA99
EXCHANGE PROGRAM: OSAKA, JAPAN (KANSAI GAIDAI)
Undergraduate
Participants in this year-long exchange program with Kansai Gaidai University take four courses each semester, two of which are Japanese language classes. All other courses are taught in English and give students a broad understanding of Japanese culture, society, and economy. Students may choose electives from a variety of academic areas including art, international studies, political science, and sociology.
This term-long program offered during Winter-Spring in Paris is designed for advanced French study with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses at the IES Center and their choice of one of the French universities affiliated with IES.

Graduate

This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

Graduate

This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

Graduate

This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

Undergraduate

This term-long program offered during Winter-Spring in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses at the IES Center and their choice of one of the French universities affiliated with IES.

Undergraduate

This year-long study abroad program in Paris is designed for advanced French students with all courses taught entirely in French. The program is served by the Institute for the International Education of Students (IES). Students enroll in five courses each semester at the IES Center and their choice of one of the French universities affiliated with IES. Students may also apply for a credit-bearing internship with a French company or organization.

Undergraduate

This term-long study abroad program in Spring Quarter places students in French language classes at the Alliance Francaise, an international language school. Participants increase proficiency in French while experiencing the rich cultural and political life of Paris. Students live with French families. During the homestay, students are paired with roommates from the Alliance Francaise. Students enroll in a total of 16 credit hours: 8 credit hours for French language, 4 credit hours for HAA 397: French Art History, and 4 credit hours for a course taught by a DePaul faculty director.

Graduate

This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.

Graduate

This graduate study abroad program offers an opportunity for graduate students in Philosophy to study in Paris to increase proficiency in French. Courses are offered on PASS/FAIL basis.
**SAP PERU01**
**SHORT-TERM PROGRAM: PERU**
**Undergraduate**
This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post-internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Science's goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support. Students enroll in two courses associated with the program.

**SAP PERU02**
**SHORT-TERM PROGRAM: PERU**
**Graduate**
This Summer study abroad program aims to introduce students to the history, culture, economics and politics of Peru within the context of Peru's post-internal war process of reconstruction. Special emphasis will be given to social structure, gender issues and distribution of power. The purpose of this program is to immerse students in the culture of Peru, providing an experiential learning experience that complements academic and artistic learning, with intellectual investigations that concern the nature of service, social justice, democracy, globalization and human rights in contemporary Peru. This program responds to the College of Liberal Arts and Social Sciences' goals through the development of critical thinking and self-reflection while fostering social and cultural enrichment in an environment of respect and support.

**SAP PHLP01**
**SHORT-TERM PROGRAM: SPS PHILIPPINES**
**Graduate**
The Manila (Philippines) study abroad program in the December intercession is an opportunity to learn applied research methods and monitoring and evaluation approaches for urban poverty reduction. The program is a collaborative effort between DePaul University and Adamson University in Manila. The program places DePaul graduate students in collaborative teams of Adamson faculty and community leaders for evaluating the works of the Vincentian Center for Social Responsibility (VCSR) among marginalized sectors and informal settlers of Metro Manila. Students enhance their research skills for development research and monitoring and evaluation (M&E). The cross-cultural and service-learning character of this program offers to students a perfect opportunity to become effective, ethical and collaborative international public service researchers.

**SAP PPRC01**
**SHORT-TERM PROGRAM: PUERTO RICO**
**Undergraduate**
This short-term study abroad program provided students the opportunity to witness and participate in transnational processes. Through readings, lectures, site visits, and service learning projects that link Puerto Rico to Chicago, students explore the contexts from which the Puerto Rican nation emerges. The program integrates service learning in Puerto Rico and in Chicago, utilizing the Steans Center's "Bringing It Home" model as a means to examine the direct political, economic, and cultural connections between Puerto Rican communities on the island and Puerto Rican communities in Chicago. Students enroll in two courses associated with the program.

**SAP PPRC02**
**SHORT-TERM PROGRAM: PUERTO RICO**
**Graduate**
This short-term study abroad program provides students the opportunity to witness and participate in transnational processes. Through readings, lectures, site visits, and service learning projects that link Puerto Rico to Chicago, students explore the contexts from which the Puerto Rican nation emerges. The program integrates service learning in Puerto Rico and in Chicago, utilizing the Steans Center's "Bringing It Home" model as a means to examine the direct political, economic, and cultural connections between Puerto Rican communities on the island and Puerto Rican communities in Chicago.

**SAP ROME98**
**SUMMER PROGRAM: ROME, ITALY**
**Undergraduate**
This program provides an opportunity to study how Italian culture and identity are portrayed through films from classics such as La Dolce Vita and Bicycle Thieves to acclaimed contemporary works like Romanzo Criminale. Visits to filming locations in Rome illuminate how cinema uses settings to shape a viewer's experience of a city, a nation, and a people. Furthermore, discussions with Italian film industry representatives provide a firsthand perspective on the filmmaking process, revealing how creative and practical choices affect the representation of cultural issues. The program includes a survival Italian course and a weekend excursion.
SAP ROME99
TERM PROGRAM: ROME, ITALY
Undergraduate
This term-long study abroad program in Rome is offered during the Autumn quarter. Students experience the culture and society of Italy while studying the language, art, history, and religious background of the city. They attend language classes at Italiaidea, a local language institute. Service placements are also arranged for students in advanced language classes. Students live with local host families in areas throughout the city. Students earn 18 credits during their stay: 9 credits through Italian courses at the students' appropriate levels, 4.5 credits for a faculty directed course and 4.5 credits for one elective course taught by a local professor.

SAP RSSA01
SHORT-TERM PROGRAM: RUSSIA
Undergraduate
This short-term summer program focuses on the medieval art and history of Imperial Russia. The program visits in Novgorod and St. Petersburg. These two cities, both designated UNESCO World Heritage Sites, offer one of the world's richest ensembles of urban planning, art, architecture, and historical treasures. Students participating in this program earn 8 credit hours for two 4 credit courses. They will select a course in the spring and summer session.

SAP SGMY01
SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA
Undergraduate
This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

SAP SGMY02
SHORT-TERM PROGRAM: SINGAPORE & MALAYSIA
Graduate
This short-term seminar explores the cultural and historical links between Singapore and Malaysia while analyzing the similarities and differences in their economic strategies. With the influence of colonialism and rapid economic growth after independence, the seminar provides insights into the economic and political development of two important South Asian societies. Students participate in meetings with government agencies, financial institutions, macro- and micro-businesses and media agencies to learn about a variety of issues.

SAP SHFF98
TERM PROGRAM: SHEFFIELD, ENGLAND (W-S)
Undergraduate
This term-long study abroad program is offered during the Winter-Spring quarters at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Students attending Sheffield for winter and spring will enroll in 60 Sheffield credits, equivalent to 24 DePaul credits. These will be distributed evenly between the winter and spring quarters on their DePaul records.

SAP SHFF99
TERM PROGRAM: SHEFFIELD, ENGLAND
Undergraduate
This year-long study abroad program is offered at the University of Sheffield in Northern England. Sheffield's student life is characterized by its diversity and a nationally-recognized student union. A wide variety of course offerings are available to DePaul students, including those in the humanities and social and physical sciences. Academic year students register for a minimum of 120 Sheffield credit hours. These are equivalent to 48 DePaul credits that are distributed over the three DePaul quarters.
SAP SHNG01
SUMMER: SHANGHAI / CHINESE LANGUAGE
Undergraduate
This eight-week summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious universities. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel. 16 credits total.

SAP SHNG02
SUMMER: SHANGHAI / CHINESE LANGUAGE
Graduate
This summer language program in Shanghai, China allows students to study intensive Chinese. The program is designed for students who have the equivalent of at least one year of Chinese language learning. Intensive language study will be offered at Fudan University, one of China's most prestigious institutions. Private tutoring and cultural activities such as tai chi, martial arts, and Chinese calligraphy, also will be provided during weekdays to strengthen language and cultural learning. Students also learn about contemporary life in China through lectures, readings, planned excursions and interactions with local people and students. This program is designed for students focused on intensive language study. Students enroll in a course about Chinese society and culture taught by DePaul faculty members during the spring quarter prior to travel.

SAP SPAI01
SHORT-TERM PROGRAM: SPAIN
Undergraduate
This short-term program explores the transition from medieval to modern Spain through art, architecture and history.

SAP SWIS99
TERM PROGRAM: STUDYSWISS+
Undergraduate
The StudySwissPlus Program (StudySwiss+) is a study and internship experience designed specifically for students in the School of Hospitality Leadership (SHL) within the College of Commerce. The program at DCT University Center, an International Hotel and Business Management School in Vitznau, fits the requirements for SHL majors and provides high quality international training to enhance their careers in a leading location to gain such experience. In this incredibly flexible program, students choose either to study in Switzerland between one and three quarters, or extend their stay for an entire year that includes two quarters of study followed by a six-month paid internship in the Lodging or Foodservice industry in Switzerland. Students participating in StudySwiss+ are invited to study with world famous instructors, explore central Europe outside of class, and even add an international work experience to their resume.

SAP SWIT01
SHORT-TERM PROGRAM: SWITZERLAND (BUSINESS)
Undergraduate
This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate.

SAP SWIT02
SHORT-TERM PROGRAM: SWITZERLAND (BUSINESS)
Graduate
This short-term seminar provides an opportunity for students to interact with members of a variety of NGOs in the Geneva area thus gaining an understanding of the complex nature of not-for-profit work in the current international climate.

SAP THAI01
SHORT-TERM PROGRAM: THAILAND (SNL)
Undergraduate
This program will introduce students to Thailand’s rich past and changing present by tracing its complex relationships with the countries on its borders. Students will gain a deeper understanding of this land and its people, history, and culture. They will learn that Thailand has a history unique to that of its neighbors and that its culture is not homogeneously "Thai" but is in fact made up of many rich ethnic minorities attempting to coexist.

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SAP TUSC01
SHORT-TERM PROGRAM: SPS TUSCANY
Graduate
This short-term summer study abroad program in Tuscany, Italy focuses on the study of European food policies and the comparative analysis with the American food system. The program benefits from the collaboration with the International Slow Food Movement and its Foundation for Biodiversity.

SAP VIEN01
SHORT-TERM PROGRAM: VIENNA
Undergraduate
This study abroad program introduces students to the peoples, locations, and traditions significant in Vienna of both the fin-de-siecle and today. Present-day Vienna still bears the stamp of the great personalities that shaped its culture and identity in the late nineteenth and early twentieth centuries, yet it is also a modernizing place, one that combines traditions of the past with innovations of the present, and exists as a global, multicultural center that straddles Western and Central Europe. It is also an ideal site for discovering how culture operates in people's lives by closely examining the things they eat, how those things are acquired in a large city, and how what people eat can tell us who they think they are. As a city of modern tastes, Vienna is shown through an exploration of music, visual arts, architecture, coffeehouse culture, as well as an examination of Viennese foods and systems of eating. VIET01

SAP VIET01
SHORT-TERM PROGRAM: VIETNAM
Undergraduate
This program offers students an opportunity to travel throughout Vietnam and explore multiple facets of its 1,000-year history, including its history of war in the twentieth century and its global emergence in the twenty-first. This program focuses on how Americans understand and interpret their encounters with other cultures, not only looking at how Americans have perceived Vietnam, but also how contemporary American culture has adopted, and been transformed by, its encounter with Vietnam. The trip features a variety of academic and cultural visits in locales such as Ho Chi Minh City, Hoi An, Hue, Hanoi, and Ha Long Bay.

SAP VIET02
SHORT-TERM PROGRAM: VIETNAM
Graduate
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SAP WADC99
TERM PROGRAM: WASHINGTON DC
Undergraduate
DePaul University, in collaboration with The Fund for American Studies (TFAS), offers students the opportunity to learn about the political process through a full time internship in Washington, D.C. for the fall semester. The program is designed for undergraduate students interested in American politics and provides internship opportunities in the areas of political journalism, lobbying, government offices and agencies, and the nonprofit sectors. Capital Semester allows students to earn 12 transferable course credits at Georgetown; essentially, students will participate in their internship during the day and take three required evening courses.

SCG 25
BASIC TECHNOLOGY LITERACY
Graduate
(0 Credit) This online course provides students with a knowledge about assembling, using, and troubleshooting basic technology hardware and software. In this course, students demonstrate understanding of basic computer setup and the use of peripheral devices such as printers, speakers, flash drives, scanners, digital cameras, videos, and computer software.

SCG 401
ADVANCED DEVELOPMENTAL PSYCHOLOGY
Graduate
Current research and theories in human development relating to motivation, personality, learning and socialization. Case studies and an analysis of various developmental problems.
SCG 402
PSYCHOLOGY OF LEARNING
Graduate
Study of the learning-teaching process with specific emphasis on the person as a learner, human capacity and potential, learning theories and materials, motivation, concept formation, and behavior.

SCG 403
HUMAN DEVELOPMENT AND LEARNING: ELEMENTARY
Graduate
This course will focus on the developmental processes of school-age children, kindergarten through middle school, by beginning with the study of the young child's social, emotional, cognitive, and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing concepts in math, science, and language arts. Attention will also be given to the role of teachers and schools and other institutions in fostering the healthy development and learning of young people.

SCG 404
HUMAN DEVELOPMENT AND LEARNING: THE EARLY YEARS
Graduate
This course will focus on the developmental process of children from birth to age 8 by beginning with the study of the young child's social, emotional, cognitive and physical growth and change. The theoretical and observational study of child development will be framed by an examination of culture, gender, and socio-economic factors as they inform assumptions about normative processes. The relationship between development and learning in a social context will be examined with particular attention to children's developing cognitive concepts. Attention will also be given to the role of teachers, schools, and other institutions in fostering the healthy development and learning of young children. COREQUISITE(S): T&L 400.

SCG 406
HUMAN DEVELOPMENT AND LEARNING: SECONDARY
Graduate
This course focuses on the multiple factors that contribute to the period of adolescence, bridging childhood and adulthood. Particular attention is given to the intrapsychic, interpersonal, biological, and socio-cultural processes that are mediated by the meanings that youth give to their identity vis a vis rac, class, and gender formations within the broader society. Students will engage in interdisciplinary study of theories to examine the implications for teaching and learning processes and the role of educational institutions in fostering the healthy development of youth in society. Forms of inquiry will include students' examination of their own lives and assumptions, critique of theory, and observations of young people in a variety of contexts.

SCG 408
EDUCATION AND SOCIETY
Graduate
A study of social forces that impinge upon the educational enterprise and analysis of the relationship to major social problems in urban education with emphasis on their social, economic, political, historical and philosophical dimensions.

SCG 409
SOCIOLOGY OF EDUCATION
Graduate
This course focuses on the relationship between school structures and culture, social relations of race, ethnicity, class, and gender, and ideologies organizing education in the United States. Students will explore a range of theories in the sociology of education that explore linkages between school structures and processes and broader social forces. Readings may examine the political economy of schooling, inequalities in educational practices, and student and teacher identities shaped by schools and the larger society.

SCG 410
INTRODUCTION TO RESEARCH: PURPOSES, ISSUES, AND METHODOLOGIES
Graduate
(formerly CUG 400) This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform education research, the various methodologies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting and evaluating research.
SCG 411
PHILOSOPHY OF EDUCATION
Graduate
This course examines the relationship of education to the moral and ethical dilemmas or predicaments of the human condition. It will entail issues related to the nature of education's responsiveness, or lack there of, to the concerns of the human condition: for example, human alienation, suffering, success and failure, caring, freedom, responsibility, liberation and agency. Special attention will be given to how these concerns influence or have social, cultural and political implications for how teachers address them within the teaching and learning process.

SCG 439
PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Graduate
This course examines foundational and contemporary theories of youth and adolescent development. It considers how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling, and, hence, to act critically and reflectively in multiple contexts in which youth learn.

SCG 527
GLOBAL ISSUES IN EDUCATION
Graduate
Studies of school systems outside the United States, their methods, curriculum and achievements.
Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 582
PRACTICUM IN EDUCATIONAL TECHNOLOGY AND NEW MEDIA
Graduate
This course provides directed experiences in decision-making for curriculum planning, instructional design and delivery, scholarship and leadership in instructional technology-supported learning contexts. Students will engage in co-teaching activities in technology-rich classrooms; develop an instructional technology plan; make field evaluation and use of educational hardware and software; review and discuss research and professional literature in instructional technology; evaluate and use instructional products; develop and present a multimedia-based project; learn and apply theories and principles of instructional and information message design; engage in collaborative, micro-teaching activities online; develop a technology-enhanced instructional program for the K-12 environment; create a staff development plan with focus on technology applications for administrative purposes; conduct an evaluation study on-site; observe and experiment face-to-face and virtually with a range of instructional technology applications; produce comparative reviews on the use of instructional technology in various school settings. The practicum will also provide students with multiple opportunities to reflect and share their thinking with each other in a supportive community of learners and researchers. (Prerequisites: SCG 402 & CS 460).

SCG 588
INDEPENDENT STUDY IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION
Graduate
Independent Study in Social and Cultural Foundations in Education. PREREQUISITE: Permission of instructor, program chair and associate dean.

SCG 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.
Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.
SCG 603
PROSEMINAR: CULTURE AND EDUCATION
Graduate
This course focuses on the relationship between education, pedagogy, and theories of culture framed by a concern for social justice. Topics may include the pedagogical and political dimensions of popular culture, questions of knowledge production, the relationship between knowledge and power of the political economy of culture production.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 604
PROSEMINAR: IDENTITY CONSTRUCTIONS AND NEGOTIATIONS
Graduate
This course examines identity construction in educational contexts. Drawing on theoretical frameworks in the sociology of education, postmodernist, feminist and critical theories of education, and cultural studies literature, this course will explore identity as complex and multifaceted. It explores relations of class, race, ethnicity, gender, and sexuality and the implications of sociality for contemporary education.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 608
PROSEMINAR: IDEOLOGY, POWER AND POLITICS
Graduate
This course examines how power operates pedagogically and how domination and resistance get shaped in education. It considers power relations in society and how these power relations enter into educational discourse and practice. It also explores ways in which power produces various educational practices and ways in which power gets psychically configured. Students will examine major theories of power, analyze race, ethnicity, gender, class and sexuality as systems of power and consider the educational implications of such an analysis.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 610
INTRODUCTION TO RESEARCH METHODS
Graduate
(Special section of SCG 410, Introduction to Research: Purposes, Issues and Methodologies.) This course will examine the basic questions, issues and theoretical frameworks central to the purpose, conceptualization, conduct, writing, reading and the use of educational research as a means for informing educational theory, practice and policy. Students will be exposed to the multiple frameworks which inform educational research, the various methodoogies employed in collecting and analyzing data and will examine the advantages, limitations and values implicit in conducting and evaluating research. Students will also begin exploring possible thesis topics as they begin defining their particular research purpose, methodology and issues.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 611
PROSEMINAR: PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS
Graduate
Examines both traditional philosophical questions in education from such perspectives as Africana, feminist, Latino/Hispanic thought and distinctively Africana, feminist, and Latino/Hispanic issues in a philosophical way. Some of the perspectives are, for example, the necessary conditions of a humanistic education, the relation between theory and practice, the relationship between individual and institutional/society, the role of education in the struggle for social justice, the role of aesthetics in human development and projects of political emancipation, the dialectics of history and experience in the development of liberatory ideas, and the moral and ethical dimensions of education.

Status as a Graduate Social & Cultural Foundations in Education student is a prerequisite for this class.

SCG 614
CRITICAL MEDIA LITERACY
Graduate
This course focuses on theories of media interpretation, cultural pedagogy, and cultural studies. Literature from critical media literacy, cultural studies, critical pedagogy, communication studies, sociology, and philosophy will inform student understanding of how media educates, how interpretations of media are struggled over, and how such practices relate to broader structures of power, identity formation, political economy of media, theories of communication and representation, and pedagogy.
SCG 615  
THEORIZING IN EDUCATION, TECHNOLOGY AND SOCIETY  
Graduate  
This course explores philosophical and sociological theories of education, technology and society. Topics include the social, political, and pedagogical implications of educational technology and new media. The aim of the course is to introduce students to the history of critical theoretical perspectives on educative technologies through foundational texts in the humanities and social sciences as well as contemporary studies in the multiple educative aspects of technology. Course readings will draw on scholarship in philosophy, sociology, new media, educational foundations, and political theory.

SCG 617  
SPECIAL TOPICS IN SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION:  
Graduate  
This course will provide students with an opportunity for critical examination of issues in the social and cultural foundations of education. Topics could include: educational theory; social context of education; education and social justice; education and social transformation, educational policy; and issues in educational reform.

SCG 625  
CANDIDACY CULMINATING PROJECT (STUDENT IN GOOD STANDING)  
Graduate  
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of thesis/capstone advisor required each term. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

SCG 635  
ADVANCED QUALITATIVE RESEARCH METHODOLOGIES  
Graduate  
This course extends the fundamental principles of educational research first introduced in SCG 610. It provides students with theoretical and practical preparation in conceptual issues in qualitative research and research design. Students will explore a variety of methodological approaches to interpretive inquiry in social science research, research design, methods of data collection, research ethics, and critical analysis. This course will prepare students to undertake the capstone master's thesis requirement.

SCG 636  
THESIS RESEARCH  
Graduate  
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. Completion of this course is required to receive the MA Degree in Social and Cultural Foundations in Education.

SCG 637  
CAPSTONE: SOCIAL AND CULTURAL FOUNDATIONS IN EDUCATION  
Graduate  
The SCFE Capstone allows students to explore substantive areas of scholarship within their areas of interest and to create a final project or paper of their own design under the mentorship of a faculty member in the program. The Capstone is an opportunity to engage in a synthesis of what has been learned through coursework, and to integrate and compare knowledge gained from students' own research with that which was learned in the program. The capstone course will involve preparation of a substantive piece of work. Upon completion of all coursework, students enrolled in this course will select and work with a Capstone Advisor (a faculty member in the SCFE program) to discuss possible paper topics. The paper will generally consist of library-based research and will typically be 20-25 pages in length. Completion of this course is required to receive the MEd Degree in Social and Cultural Foundations in Education.
SCG 701
PHILOSOPHY OF ETHICS IN EDUCATION
Graduate
This course is a philosophical investigation into the structure and meaning of ethics within education. Education, a condition for self-formation and self-other relations, is explored as a site of ethical inquiry. It is within this framework that education, which involves learning, teaching, response, and communication, is posed as a condition of ethical possibility and not merely as the vehicle through which a certain ethics gets carried out. Primary and secondary philosophical and non-philosophical literature and authors within and outside of philosophy of education will be used to study these issues.

Status as an EDD student with a declared concentration is a prerequisite for this class.

SCG 711
CULTURE, POWER AND EDUCATION
Graduate
The purpose of this course is to facilitate the development of a critical understanding of the larger concept of culture within the notion of multiculturalism. This begins by recognizing that educational institutions such as schools and universities are cultural institutions engaged in the making of culture. While the focus of multiculturalism is about theorizing difference in relation to the particular cultural processes that go on in schools and universities, its focus does not address how educational institutions are shaped by broader cultural dynamics that are outside of the immediate context of educational institutions. It is in this context that doctoral students will examine how cultural processes are intimately connected with social relations, especially with class relations, with gender and ethnic divisions, and with the racial restructuring of social relations. They will also explore how culture involves power, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs. In addition, culture will be analyzed as a site of social difference and struggle. The primary focus of the course will be to explore how the larger political economy, popular culture and politics of a society effect the dynamics of how culture is constructed within social life. Doctoral students from within this framework will analyze what we mean by culture; how it is produced and consumed; the relationship of everyday life are represented by dominant cultural and sub-cultural groups and institutions. It is in this context that the course also examines how relations of power, knowledge, social identity and pedagogy within educational institutions are conditioned and shaped by the educational practice that shapes and impinges upon the internal workings and purposes of educational institutions.

Status as an EDD student with a declared concentration is a prerequisite for this class.

SCG 721
HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS
Graduate
This course will examine the process of human development and learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental, and cultural factors that may enhance or inhibit human growth and development, and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Considerable attention will be paid to the historical role of power, culture, class, gender and capability in defining and interpreting certain behaviors as indicators of normative development. These normative indicators will be critiqued with regard to underlying cultural assumptions and values, their function in fostering and maintaining current social, educational and political relations, and their contribution to the current crises in urban education and the development of children and youth. Class participants will examine their perspective on human development and learning and explore the socio-cultural and historical bases which contribute to their underlying values and assumptions. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses, and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers and in creating schools that will foster societal change to support the healthy development of children and youth.

Status as an EDD student with a declared concentration is a prerequisite for this class.

SCG 735
QUANTITATIVE RESEARCH METHODS I
Graduate
This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing quantitative research. Students will have the opportunity to work with real databases to conduct both univariate and multivariate analyses, including correlations, ANOVAS, and multiple regressions. Prerequisite: SCG 785.

SCG 785 and status as an EDD student is a prerequisite for this class.
SCG 745
QUALITATIVE RESEARCH METHODS I
Graduate
This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis; ethics and the politics of the conduct of research; and critical analytical skills for review and critique of qualitative research. Students will be introduced to a range of approaches to qualitative inquiry that may include: narrative inquiry; ethnography; case study; phenomenology; grounded theory; and participatory action research from a variety of theoretical perspectives. Prerequisite: SCG 785.

SCG 755 and status as an EDD student is a prerequisite for this class.

SCG 755
QUANTITATIVE RESEARCH METHODS II
Graduate
A continuation of SCG 735. Students will prepare a methodology section of a research project and will learn how to write up quantitative results of their analyses. By the end of the course students should be able to: understand quantitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. Prerequisite: SCG 735.

SCG 755 and status as an EDD student is a prerequisite for this class.

SCG 765
QUALITATIVE RESEARCH METHODS II
Graduate
A continuation of SCG 745. Students will conduct a pilot study on an issue of interest using a qualitative research design. By the end of the course students should be able to: understand qualitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. Prerequisite: SCG 745.

SCG 745 and status as an EDD student is a prerequisite for this class.

SCG 775
SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
Graduate
This course offers doctoral students a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Second, the course will introduce students to the structural organization of a research manuscript. By the end of the course students should be able to: understand key theoretical and methodological issues in educational inquiry; engage in the critical analysis of multiple educational frameworks; recognize the components of a research manuscript; and identify a general topic area for dissertation research.

Status as a EDD student with a declared concentration is a prerequisite for this class.

SCG 775
SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
Graduate
Drawing upon the knowledge and skills developed in Frameworks of Inquiry I, this course is designed to enhance students' ability to critically analyze existing research as a crucial element in completing their own doctoral research. Emphasis will be placed on the preparation of a critical literature review. By the end of the course students should be able to: review the components of a research proposal; develop further the ability to evaluate research critically; conduct a literature review that will involve interpretation, evaluation, and synthesis of literature on a topic of their choice; refine a topic for dissertation research; and make an informed decision between the quantitative and qualitative sequences. Prerequisite: SCG 775

SCG 775 and status as an EDD student is a prerequisite for this class.
SCG 895
ADVANCED DOCTORAL RESEARCH SUPPORT SEMINAR:
Graduate
This course is designed to assist doctoral students with the candidacy paper, the proposal and/or the dissertation research. Students will have the opportunity to set individual project goals. The course will incorporate classroom lecture, group discussion, individual assignments, and individual consultation in order to support students as they move toward completion. This course meets over 2 quarters and should be taken at the end of program coursework. Prerequisite: SCG 755 or 765
(SCG 755 or SCG 765) and status as an EDD student is a prerequisite for this class.

SCU 207
SOCIAL AND HISTORICAL ISSUES IN EDUCATION
Undergraduate
This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.

SCU 336
ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT
Undergraduate
Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e., parents, grandparents).

SCU 337
HUMAN GROWTH AND DEVELOPMENT
Undergraduate
This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the life span.

SCU 338
THE PROCESS AND EVALUATION OF LEARNING
Undergraduate
The process involved in human learning is examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

Advanced Teacher Candidate Standing is a prerequisite for this class.

SCU 339
PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION
Undergraduate
This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn.

Advanced Teacher Candidate Standing is a prerequisite for this class.

SCU 399
INDEPENDENT STUDY
Undergraduate
(1 to 4 credits) Education core unit. PREREQUISITE(S): Permission of Department Chair and Associate Dean.
SE 325
INTRODUCTION TO SOFTWARE ENGINEERING
Undergraduate
This course introduces students to the activities performed at each stage of the development process so that they can understand the full lifecycle context of specific tasks such as coding and testing. Topics will include software development processes, domain modeling, requirements elicitation and specification, architectural design and analysis, product and process level metrics, configuration management, quality assurance activities including user acceptance testing and unit testing, project management skills such as risk analysis, effort estimation, project release planning, and software engineering ethics. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 396 or CSC 242 or CSC 262 or IM 330 or CSC 243

SE 330
OBJECT ORIENTED MODELING
Undergraduate
Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC 212 or CSC 262 or CSC 300

SE 333
SOFTWARE TESTING
Undergraduate
This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 383 or SE 330 or CSC 301

SE 350
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Undergraduate
Principles, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): CSC 301 or CSC 383

SE 352
OBJECT-ORIENTED ENTERPRISE APPLICATION DEVELOPMENT
Undergraduate
This course focuses on applying object-oriented techniques in the design and development of software systems for enterprise applications. Topics include component architecture, such as Java Beans and Enterprise Java Beans, GUI components, such as Swing, database connectivity and object repositories, server application integration using technologies such as servlets, Java Server Pages, JDBC and RMI, security and internationalization. PREREQUISITE(S): CSC 301 or CSC 383.

SE 356
SOFTWARE DEVELOPMENT FOR MOBILE AND WIRELESS SYSTEMS
Undergraduate
This course will focus on the unique aspects of developing software applications for mobile and wireless systems, such as personal digital assistant (PDA) devices and mobile phones. Topics will include user interface design for small screens with restricted input modalities, data synchronization for mobile databases as well as wireless programming and the use of web services. PREREQUISITE(S): SE 350

SE 357
CONCURRENT SYSTEM DEVELOPMENT
Undergraduate
Fundamentals and techniques of developing concurrent object-oriented applications, using a patterns-based approach. Concepts covered include threads, synchronization and object locking, thread blocking and deadlock, safety and liveness, state-dependent action and concurrency control. PREREQUISITE(S): SE 350.
SE 358
SOFTWARE DEVELOPMENT FOR LIMITED AND EMBEDDED DEVICES
Undergraduate
This course will focus on the unique aspects, tools, and techniques for developing software applications for limited and embedded devices, such as set-top boxes, micro-controllers and smart cards. Topics will include memory management for low-memory devices and efficient programming techniques for limited processors. Students will gain hands-on experiences in customizing and configuring embedded OS, handling various types of sensors and actuators such as barcode readers, RFID sensors, etc, and building software applications that meet the functional and non-functional requirements. PREREQUISITE(S): SE 350

SE 359
AGILE SOFTWARE DEVELOPMENT
Undergraduate
This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 350

SE 368
SOFTWARE MEASUREMENT AND PROJECT ESTIMATION
Undergraduate
This course will discuss various software metrics and defect models. Productivity and effort estimation models as well as software cost estimation will also be discussed. PREREQUISITE(S): IT 223 and SE 330.

SE 371
PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT
Undergraduate
This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support, geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hand-on global development project in conjunction with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. PREREQUISITE(S): SE 325 and CSC 391

SE 380
DESIGN OF OBJECT-ORIENTED LANGUAGES
Undergraduate
This course covers issues in the design and specification of object-oriented programming languages. Sample topics include the use of patterns in program representation, static and dynamic semantics, subject reduction, sub-typing, inheritance, polymorphism, genericity and concurrency. PREREQUISITE(S): SE 350

SE 391
SOFTWARE ENGINEERING STUDIO I
Undergraduate
Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply the knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 350.

SE 392
SOFTWARE ENGINEERING STUDIO II
Undergraduate
This course is a continuation of SE 391. SE 391 and SE 392 must be taken as a sequence in consecutive quarters. PREREQUISITE(S): SE 391.
SE 430
OBJECT ORIENTED MODELING
Graduate
Object-oriented modeling techniques for analysis and design. Provides the tools and techniques needed to solve complex, real-world software engineering problems in an object-oriented manner, using the most effective elements of the Unified Process. The course covers the essential concepts and notation of the Unified Modeling Language (UML), the standard notation for object-oriented analysis and design. Team project. PREREQUISITE(S): CSC 212 or CSC 262 or CSC 300.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 433
SOFTWARE TESTING AND QUALITY ASSURANCE
Graduate
This course is designed for the software engineering professional to gain a greater understanding of the key ingredients in creating and/or managing a successful testing program to meet project needs. Topics covered include test lifecycle planning, test design & coverage analysis, complexity, levels of testing such as unit, integration, system, performance and stress testing. Best practice strategies in software testing such as verification & validation, early lifecycle testing, risk based testing and automation will also be examined including exposure to test automation methods and tools. PREREQUISITE(S): CSC 383 or SE430 or CSC 301

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 450
OBJECT-ORIENTED SOFTWARE DEVELOPMENT
Graduate
Principle, techniques and tools of object-oriented modeling, design, implementation, and testing of large-scale software systems. Topics include design patterns, application frameworks, architectural design, and the applications in the software development process to improve the extensibility, maintainability, and reliability of software systems. PREREQUISITE(S): (CSC 383 or CSC 393 or CSC 301) and (CSC 224 or CSC 212 or CSC 300)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 452
OBJECT-ORIENTED ENTERPRISE COMPUTING
Graduate
This course focuses on applying object-oriented techniques in the design, development, and integration of server-side enterprise applications using technologies such as servlets, Java Server Pages, and JDBC. Topics include web applications, multi-tier architecture, model-view-controller architecture, database connectivity, and security. PREREQUISITE(S): CSC 212 or CSC 224 or CSC 396 or CSC 301.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 453
ARCHITECTURE AND FRAMEWORKS FOR DEVELOPING CLIENT APPLICATIONS
Graduate
This course will focus on software architectures, frameworks, and techniques for developing web-based thin client applications as well as rich desktop client applications. Topics will include discussion on design and architectural patterns, such as model-view-controller pattern; survey of widely used development frameworks for building client applications, such as Struts, Java Server Face (JSF), Swing, and SWT, etc.; discussion of widely used techniques such as AJAX; evaluation of the strengths and weaknesses of these technologies for making technology decisions. Students will gain hands-on experiences in developing applications that utilizes these frameworks and techniques. Prerequisite: SE452.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 456
ARCHITECTURE OF COMPUTER GAMES
Graduate
This course discusses the software architecture and the engineering of computer games. The topics include gaming platforms, libraries and frameworks for game development, techniques for accessing and managing low level devices and resources, and application of artificial intelligence. PREREQUISITE(S): CSC 301

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
SE 457
SERVICE-ORIENTED ARCHITECTURE
Graduate
An in-depth study of service-oriented architecture (SOA) from the business, architectural, and technology perspectives. The business perspective will explain the imperatives behind SOA and discuss the significance of SOA in industry. The architectural perspective will discuss the different architectural models of software development and contrast these with SOA. The technology perspective will provide students with the opportunity to gain the required hands-on experience to analyze, design, implement and deploy SOA solutions that will meet both functional and non-functional requirements. Major topics include software architectures in practice, SOA development lifecycle, Enterprise Service Bus, SOA analysis and design methods, Web Services, and governance. Prerequisite: SE450 or CSC435

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

SE 459
AGILE SOFTWARE DEVELOPMENT
Graduate
This course focuses on the fundamentals, principles, tools, and techniques in agile software development. Students will gain hands-on experiences in agile software development through projects dealing with various aspects of agile development, including planning, construction, testing, and integration. Students will be able to effectively participate in and manage agile software development as a result of their successfully completing this course. PREREQUISITE(S): SE 450

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

SE 468
SOFTWARE MEASUREMENT/ PROJECT ESTIMATION
Graduate
Software metrics. Productivity, effort and defect models. Software cost estimation. PREREQUISITE(S): Introductory Statistics and (SE430 or SE450)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

SE 475
MANAGING GLOBALLY DISTRIBUTED SOFTWARE DEVELOPMENT
Graduate
Managing Globally Distributed Software Development (GDSD) for IT projects. Issues associated with time zone differences, infrastructure support, geographical dispersion, and lack of centralized communication. The course will focus on the management, implementation and deployment of software within the context of outsourced, distributed development, and insourced projects. Additional topics include strategic management issues such as justification, vetting, consulting services and partnerships. Course will include several hands-on distributed development projects. PREREQUISITE(S): CSC 301 or CSC 393

SE 477
SOFTWARE AND SYSTEMS PROJECT MANAGEMENT
Graduate
Project Management is presented from a practitioner's view. The four basic building blocks of software project management: people, process, tools, and measurements are covered. Special emphasis is placed on professional standards such as the Project Management Book of Knowledge and IEEE Software Engineering Standards. Specific topics include Managing People, Selecting Project Tools, Leadership & Motivation, Software Development Processes, Estimation, Risk Analysis, Scheduling and Tracking, Leveraging Measurements, and Project Completion. Consideration is given to rapid development and project cultural issues. PREREQUISITE(S): Knowledge of the Software development life cycle model, for example through courses such as SE430, ECT455, IS425, MIS555 or through appropriate work experience.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

SE 480
SOFTWARE ARCHITECTURE I
Graduate
The Software Architecture process is concerned with describing, evaluating, and designing systems at the architectural level. This course will discuss the role of architecture and the architect in the software development cycle. It will introduce architectural patterns and tactics, architecture assessment techniques, architecture driven design, and techniques for documenting architectures. The course will involve design, development, and assessment activities. PREREQUISITE(S): SE 450

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
SE 482  
REQUIREMENTS ENGINEERING  
Graduate  
Requirements Engineering (RE) plays a critical role in the software development process. This course will introduce related vocabulary, concepts, and techniques, and will examine the role of RE in software and systems engineering. The course will cover topics related to eliciting, validating, negotiating, analyzing, specifying, and managing requirements. Popular RE tools will also be introduced. Prerequisite: SE430 or SE450.

CDM graduate students in the PreReq phase are restricted from registering for this class.

SE 491  
SOFTWARE ENGINEERING STUDIO  
Graduate  
Students will work in small teams to develop realistic software systems in a master-apprentice environment. The instructor will serve as a master/mentor/project leader. Students will apply knowledge and skills they have learned in previous course in solving real world problems. PREREQUISITE(S): SE 450.

CDM graduate students in the PreReq phase are restricted from registering for this class.

SE 511  
PRACTICES OF GLOBAL SOFTWARE DEVELOPMENT  
Graduate  
This course studies the challenges and solutions for developing software in a global environment. Topics covered include strategic issues related to allocation of tasks; communication issues that arise due to distance, time zone differences, infrastructure support, geographical dispersion, and lack of information communication; coordination complexity; cultural issues, technical issues related to information and artifact sharing, and architectural design, and finally knowledge management issues. Some sections of this course will include a hands-on global development project in conjuncion with teams of students at other universities, while other sections will focus on a more in-depth theoretical discussion of these issues and concepts. Prerequisite(s): SE 450 or SE 430 or IS 430 or PM 430. A student may not take both IS 540 and SE 511 for credit toward a degree.

CDM graduate students in the PreReq phase are restricted from registering for this class.

SE 525  
SOFTWARE SECURITY ARCHITECTURE  
Graduate  
Students in this course will learn architectural patterns for integrating security into software such as web applications. Topics include: an overview of software security; integration of authentication, access control, and auditing into software; programming with symmetric-key and asymmetric-key cryptography, including key distribution and key management, use of certificates, and SSL/TLS; security mechanisms in modern runtime environments, e.g., code signing, code verification, access control, and security policies. Students will get hands-on experience designing and implementing secure software. Prerequisite(s): CSC 435 and SE 450

CDM graduate students in the PreReq phase are restricted from registering for this class.

SE 526  
SOFTWARE SECURITY ASSESSMENT  
Graduate  
Students in this course will learn how to conduct software security assessment to identify software vulnerabilities in software such as web applications and operating system services. Topics include: common software vulnerabilities and attack vectors; malicious payloads, including shellcode structure; and application review techniques, including fuzzing and code auditing. Students will get hands-on experience identifying vulnerabilities in software. Prerequisite(s): CSC 435

CDM graduate students in the PreReq phase are restricted from registering for this class.

SE 529  
SOFTWARE RISK MANAGEMENT  
Graduate  
Identification, estimation, evaluation, planning, controlling, and monitoring of risk involved in the development, maintenance, operation and evolution of systems. PREREQUISITE(S): IT 223 and SE 430 or consent.

CDM graduate students in the PreReq phase are restricted from registering for this class.
SE 533  
SOFTWARE VALIDATION AND VERIFICATION  
Graduate  
Techniques, methods and tools for software inspection and testing. Theory and applications of formal verification of programs. Techniques and tools for automated analysis of programs. PREREQUISITE(S): SE 450.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 546  
SOFTWARE ARCHITECTURE AND DESIGN FOR DESKTOP APPLICATIONS  
Graduate  
This course will introduce students to architecture, design and implementation issues for developing GUI-based desktop application. The goal is to understand the engineering aspect of user interface development – that is the basic software architectures and designs that govern the development of graphical user applications including patterns like the Model-View-Controller and its derivatives, event-driven design, as well as addressing concurrency, performance, caching, and software packaging and distribution issues. The course will also provide an in-depth exposure to the toolkits available in Java. Examples include JFC/Swing, JMF, JAF. Prerequisite(s): SE450.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 549  
MODEL-DRIVEN SOFTWARE DEVELOPMENT  
Graduate  
Advanced methods and techniques in software specification, modeling, and model-driven development. Topics include approaches to software specification and modeling, formal specification languages, techniques for structural and behavioral modeling of software systems, and tools for analysis and transformation of software systems. PREREQUISITE(S): SE 430 or SE 450.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 554  
ENTERPRISE COMPONENT ARCHITECTURE  
Graduate  
This course will focus on object-oriented component architectures for enterprise applications. Topics include: Enterprise Java Beans (EJB), Java Naming and Directory Interfaces (JNDI), Java Mail and Messaging Services. PREREQUISITE(S): SE 450 or SE 452.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 556  
ADVANCED ARCHITECTURE OF COMPUTER GAMES  
Graduate  
This course discusses the advanced issues in software architecture and the engineering of computer games. The topics include engineering and programming issues in graphics, scene management, kinematics, simulation, collision detection. Software design patterns and frameworks for computer games. Project management, configuration management, and quality assurance of computer game development projects. PREREQUISITE(S): SE 456 and CSC374 or instructor consent.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 558  
ARCHITECTURE AND DESIGN FOR MULTIPLAYER GAMES  
Graduate  
Multiplayer games were made possible by the advances in networking technology, increases in processor speed and data storage. Today, the majority of successful game titles are equipped with a multiplayer capability. This technical course discusses the fundamental aspects of multiplayer game development such as: design techniques, architectures, client and server side implementation, time and event synchronization, databases. PREREQUISITE(S): (CSC 301 or CSC 383 or CSC 393) and CSC 374 or instructor consent.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
SE 560
STRUCTURED DOCUMENT INTERCHANGE AND PROCESSING
Graduate

Document and data interchange among different applications is an extremely important aspect of software application development. This course will focus on emerging technologies associated with the Extensible Markup Language (XML), such as the Document Object Model (DOM), the Simple API for XML (SAX), the XML Stylesheet Language (XSL) and Transformation Language (XSLT), and XML Schema. Applications of these technologies will be discussed in conjunction with tools and techniques for parsing, transforming, and manipulating documents. PREREQUISITE(S): SE 450 OR ((CSC 383 or CSC 301) and SE 430).

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 581
SOFTWARE ARCHITECTURE II
Graduate

In this second Software Architecture course, students will be exposed to case studies of real-world software architectures for which reliability, performance, availability, scalability and other such concerns drive the architectural design. Students will gain hands-on practice in reverse engineering, designing, and assessing existing systems including performance testing. Student will build on their prior knowledge to design complex systems in principled and systematic ways. The course will involve designing and implementing a simulated high scalability, high reliability system. PREREQUISITE(S): SE 480

SE 582
SOFTWARE-INTENSIVE SYSTEMS ENGINEERING AND MANAGEMENT
Graduate

This course will introduce students to fundamental principles of systems engineering for large and complex software intensive systems. The course will include a study of systems engineering failures, and will cover topics related to problem frames: systems level modeling of hardware and software components, concept definition, design tradeoffs, risk assessment, interface definition and related systems engineering activities. Additional topics such as product line development, ultra-large scale systems, and engineering of safety critical systems will also be covered. PREREQUISITE(S): (SE 470 or PM 430 or IS 430) and (SE 430 or SE 482 or IS 485)

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 591
SOFTWARE ENGINEERING STUDIO II
Graduate

This is the continuation of SE 491. SE 491 and 591 must be taken as a sequence in two consecutive quarters. PREREQUISITE(S): SE 491.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 598
TOPICS IN SOFTWARE ENGINEERING
Graduate

Specific topics will be selected by the instructor and may vary with each quarter. PREREQUISITE(S): See syllabus

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 690
RESEARCH SEMINAR
Graduate

Readings and discussion on current research topics. Students may register for this course no more than three times. PREREQUISITE(S): Consent of the instructor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
SE 691
RESEARCH SEMINAR CONTINUATION
Graduate
This course is intended for students not registering in either SE 696 or SE 698. After registering for SE 690, students register for this course in each subsequent quarter until they complete the research. Students who fail to do so will be required to re-enroll in SE 690 to meet the requirement for completing that course. Prerequisite: SE 690

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 696
MASTER’S PROJECT
Graduate
(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. Independent study form required. PREREQUISITE(S): Consent of advisor.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 698
MASTER’S THESIS
Graduate
(2 credits) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor. Independent study form required.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SE 699
SOFTWARE ENGINEERING RESEARCH CONTINUATION
Graduate
Students register for continuation credit after registering for SE 698 in each subsequent quarter until they complete their thesis. Students who fail to do so will have to reregister for SE 698 to meet the requirement for completing that course. PREREQUISITE(S): SE 698.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

SEC 309
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Undergraduate
Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development. Emphasis on the development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation, and classroom management also will be discussed. PREREQUISITE(S): SEC 364 or equivalent.

SEC 363, SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.

SEC 310
TEACHING HISTORY, AND SOCIAL SCIENCES IN SECONDARY SCHOOLS
Undergraduate
Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation, and classroom management also will be discussed. PREREQUISITE(S): SEC 364 or equivalent.

SEC 363, SEC 364 and Advanced Teacher Candidate Standing are prerequisites for this class.
SEC 320
EXPLORING TEACHING IN THE URBAN HIGH SCHOOL
Undergraduate
This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required).

SEC 325
LITERACY IN THE CONTENT AREAS
Undergraduate
The course explores the interrelationships between reading, writing, and other forms of communication (e.g., classroom talk, technology, visual arts) that are available to content area middle-level and high-school teachers. There will be an emphasis on the interrelationship of all aspects of language, oral and written, that result in literacy as a meaning-making tool in the construction of content-area knowledge. The course will discuss specific aspects of literacy processes from a multicultural, multilingual perspective as they apply to a variety of school settings in general and urban schools in particular. Students will become acquainted with theoretical issues as well as a wide range of literacy-teaching strategies including reading, writing, research, and study skills to be tailored to the needs of different students and to be applied across a variety of learning situations and text types.

SEC 326
TEACHING WRITING
Undergraduate
This course prepares teacher candidates for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored.

SEC 328
TEACHING LITERATURE
Undergraduate
This course prepares teacher candidates for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums.

SEC 329
TEACHING YOUNG ADULTS LITERATURE
Undergraduate
This course is devoted to the study of Young Adult Literature: an exciting, emerging genre of literature. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.

SEC 339
TEACHING SCIENCE IN THE SECONDARY SCHOOL
Undergraduate
This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. PREREQUISITE(S): SEC 364 or equivalent.
SEC 363
ORIENTATION TO SECONDARY TEACHING AS A PROFESSION
Undergraduate
(6 credits) In this process-oriented course, students engage in critical reflection on the roles and expectations of secondary educators from both institutional and community perspectives. Questions considered will include: what is an educator, what is a professional, what are the attributes of effective teachers, what do effective teachers do? Students will examine their own values and begin to develop their own philosophies about education and teaching. Included in this course are 25-30 hours of clinical experiences at arranged sites.

SEC 364
METHODS: CURRICULUM AND INSTRUCTION IN SECONDARY SCHOOLS
Undergraduate
(6 credits) This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include: educational goals; the development of a rationale and underlying assumptions; instructional goals and objectives; learning objectives; both cognitive and affective; classroom environment; classroom management principles and techniques; multicultural materials in various content areas; the development of appropriate methods and materials; current curriculum issues and controversies. Included in this course are 25-30 hours of clinical experiences at arranged sites. PREREQUISITE(S): SEC 363 or permission.

SEC 365
ART AND PEDAGOGY
Undergraduate
This course surveys the trajectory of visual thoughts and explores strategies in alternative as well as, mainstream routes of production and distribution exercised by artists, arts educators, citizens, and visualists, through the use and presentation of documents, writings, and works. SEC 365 examines the visual arts and culture in and outside of spaces where learning occurs and locates methodologies of implementing visual arts teaching effectiveness when evident intersections secure the promises of new pedagogical practices. This course presents an overview of the social, historical, cultural, and political influences of visual culture on the proximity of the arts and education, seeking to negotiate the roles and interpretations of visual culture as language, information, curriculum, activism, design, and production within the context of multiple working environments.

SEC 366
TEACHER AS ARTIST
Undergraduate
This course, which is the second in a two-part sequence, builds on the strategies, projects, and understanding of SEC 365. SEC 366: Arts and Pedagogy sets up the conditions through an off site center to prepare work in collusion with youth of middle and high school age and explore the models in cooperation with other artists, art educators, and teachers throughout the community we select to work in. The focus and attention of this course is directed towards actual teaching, project facilitation, and authoring of developed projects and small programs that were initiated and designed in SEC 365.

SEC 384
CAPSTONE IN SECONDARY EDUCATION
Undergraduate
The senior capstone course is designed to help students integrate the central emphases of their liberal learning studies curriculum into their professional behavior. It will provide prospective elementary educators with opportunities to engage in activities requiring them to be reflective, to consider value commitments, to use critical and creative thinking, and to examine their practice from a multicultural perspective as they discuss issues specific early childhood education. The course is grounded in the School of Education's framework for an Urban Professional Multicultural Educator, which also reflects the goals of the Liberal Studies program. COREQUISITE(S): SEC 390.

SEC 390
SECONDARY STUDENT TEACHING
Undergraduate
(12 credits) Five school days a week in supervised teaching in a cooperating school for a full academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. PREREQUISITE(S): Application and approval required. Open only to DePaul students.
SEC 399
INDEPENDENT STUDY IN SECONDARY EDUCATION
Undergraduate
(1-4 credits)  PREREQUISITE(S): Permission of instructor, program chair and associate dean.

SEV 611
RETURN DRIVEN STRATEGY
Graduate
This course provides a framework that will enable Kellstadt students to make a significant impact on the future of their organizations and their careers. The seminar course focuses on Return Driven Strategy including the 11 tenets of successful business strategy, leveraging genuine assets, significant forces of change and strategic valuation. This seminar will focus on a deep analysis of the strategies and successful value creation of great companies. Each student will participate in a team project to apply the strategy tenets of Return Driven Strategy to an organization. The seminar-driven course will include an executive seminar session for the morning session of the first day which will include executives attending the session for executive education. This course is led by Dr. Mark L. Frigo, Director of the Center for Strategy, Execution and Valuation.
ACC 500 and ACC 555 or instructor's consent is a prerequisite for this class.

SEV 621
STRATEGY EXECUTION
Graduate
The course examines strategic performance measurement, including the balanced scorecard and value-based management as frameworks for describing and executing strategy. The course will focus on the latest developments in Strategic Risk Management and the implications for strategy and performance measures. We will study how high performance companies measure and manage performance, strategic risk, and corporate sustainability performance, as well as the ethical dimension of strategy and execution. (This course is accepted as a core course the SEV Concentration and can be used as course in the Management Accounting and Financial Planning and Control Concentrations).
ACC 500 and ACC 555 or instructor's consent is a prerequisite for this class.

SEV 641
STRATEGIC VALUATION
Graduate
This course surveys valuation methods, forecasting techniques, and practical methods for driving valuations from strategic corporate analysis. The course shows the link between strategic analysis and valuations - converting our qualitative understanding of company initiatives into quantitative forecasts and valuation models. The guiding principles for developing valuation models, and the tools and techniques for enhancing that analysis are introduced. This course builds a skillset for evaluating other valuation models and a first-hand experience in building models for various companies in differing settings. The course differs from traditional treatments in its focus on the actual building of valuation models directly from financial statements and the valuation projects based on real-time data. This course is co-designed and co-taught by Dr. Mark L. Frigo, and Joel C. Litman, Clinical Professor of Business Strategy at DePaul's Kellstadt Graduate School of Business. They have been combining their efforts in the research, study, and development of business strategy models and frameworks for execution and value-creation and have assisted a wide range of public and private companies in the application of these concepts.
FIN 555, SEV 611 and SEV 621 or instructor permission are a prerequisite for this class.

SNC 185
THE BEATLES AND THE CREATIVE PROCESS
Undergraduate
The Beatles are significant in many ways: they were an unprecedented show business phenomenon; they were leaders of Sixties cultural rebellion; and they stand, for many, as a signal instance of popular entertainment attaining the status of high art. This course will examine the musical craftsmanship of the Beatles, focusing on their work as songwriters and record makers. Recent audio and print releases documenting the group's performing and recording history provide a unique and detailed glimpse of the Beatles' creative process. We will utilize these materials to closely trace the development of the group's work while using other resources to place it in a larger historical and cultural context. The goal is to shed critical light on this recent chapter in cultural history. That discussion will, in turn, highlight questions about creativity in a modern context where commerce vies with art, technology redefines performance and an emerging global village culture transforms concepts of originality and tradition. Arts and Literature.
SNC 186
SPIRITUALITY AND HOMELESSNESS
Undergraduate
This course will examine the broad issue of homelessness by providing students the opportunity to reflect upon a service learning experience at a community-based organization that serves the homeless population in Chicago. Students will explore what can be learned about themselves as reflective practitioners, service learners, and spiritual human beings when reflecting upon this experiential learning process. Through the class discussions, assigned readings, invited speakers, and journal assignments, students will reflect on their own beliefs and perceptions of homelessness and analyze the history, causes, and policy associated with this societal problem. Faculty: Karl Nass Junior Year Experiential Learning.

SNC 187
RACE AND IDENTITY IN THE AMERICAN THEATER
Undergraduate
This course will explore issues of race and racial identity in American society through the medium of theater. Texts will include several of the following: “Blues for an Alabama Sky,” a Civil War retelling of the Oedipus story; “Twilight, Los Angeles, 1992,” Anna Deveare’s performance piece based on the Rodney King riots; “The Story,” Tracy Scott’s play about the pressures on a young black journalist to climb the media ladder; “Spinning Into Butter,” Rebecca Gilman’s provocative play about racial harassment on a college campus; Lorraine Hansberry’s classic “A Raisin in the Sun;” Thomas Gibbons’ “Personal Collection,” which deals with the issue of appropriation of cultural heritage; and one of the ten plays from August Wilson’s epic cycle. The class will also view a play on these themes at a Chicago theater. Faculty: Fred Wellisch Arts and Literature.

SNC 188
PROBLEMS AND ISSUES IN CONTEMPORARY ETHICS
Undergraduate
An introduction to moral philosophy with emphasis on the conflict between “moral relativism” (or “subjective” ethics) on the one hand and “moral realism” (or “objective” ethics) on the other. During the course you will be introduced to classic theories and leading figures in the history of ethics, from Plato and Aristotle to Kant and Nietzsche. Course content will focus on issues (e.g., poverty, drug use, capital punishment, sexual behavior, euthanasia, biomedical research, animal rights, political violence) at the center of contemporary ethical debate in the United States and throughout the world. Philosophical Inquiry.

SNC 189
CONTEMPORARY NATIVE AMERICAN/AMERICAN INDIAN ISSUES
Undergraduate
Native Americans are part of our history and heritage, yet many Americans have little knowledge beyond stereotypes. While invisible to the mainstream, Native American cultures are surviving, striving and in some cases, thriving as we enter the new millennium. This course will explore the complex issues facing Native Americans today through discussions, films, readings, experiential learning activities and Native American news media to enable students to gain a cross-cultural perspective. Students will choose an area of focus on this subject and conduct independent research to present to their classmates. Faculty: Arieahn Matamonasa Self, Society and the Modern World.

SNC 190
AFRICAN-AMERICAN STUDIES IN CRITICAL PERSPECTIVE
Undergraduate
This course is important for students who seek to gain a comprehensive understanding of African-American history in the United States. It will begin with discussions of African culture, the Atlantic Slave Trade, and early forms of slavery/indenturing. It will pay particular attention to the colonial and Revolutionary experience, delving into the mass exodus of Africans during the Revolutionary War, and African-American’s role and position in the country’s formative years. Enslavement, the Civil War and Reconstruction will follow as key areas of study. In every discussion, students will be asked to look for parallels between the contemporary and 18th and 19th century African-American experience and, where appropriate, to identify key social and cultural thinkers and leaders of the various historical periods. The primary texts for the course will be John Hope Franklin’s ‘From Slavery to Freedom,’ articles and readings written by scholars and important early African-American artists and intellectuals, and video presentations. Faculty: Nancy Davis Understanding the Past.

SNC 191
ISSUES IN SCIENCE AND RELIGION
Undergraduate
This course develops students’ understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican’s trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin’s theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students’ skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion. Faculty: Rev. Joseph McCann CM PhD Self, Society and the Modern World.
SNC 192
NEW ORLEANS IN SONG, STORY & STRUGGLE
Undergraduate
The tapestry of New Orleans culture is tremendously rich and varied. This course will concentrate on two strands in that tapestry: music from New Orleans and fiction about it. Students will learn about music forms which originated in the city or its environs and which have gone on to dazzle the world, including jazz, r&b, zydeco and funk. We will situate these art forms in social and historical context and examine the complex creative processes which have shaped them. We will become familiar with innovators and icons such as Louis Armstrong, Professor Longhair, Clifton Chenier, the Neville Brothers and Dr. John. We will also read works by literary artists who have a background in and/or fascination with New Orleans, including The Awakening by Kate Chopin; A Streetcar Named Desire by Tennessee Williams; and Mumbo Jumbo by Ishmael Reed. Moreover, we will consider the role played in American history and imagination by New Orleans as well as the role played by images and fantasies of New Orleans in struggles for social justice at the local and national level. Faculty: John Kimsey Arts and Literature.

SNC 193
THE SCIENCE OF SEXUAL ORIENTATION
Undergraduate
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Scientific Inquiry [SI] LSP 120 is a prerequisite for this class.

SOC 101
INTRODUCTION TO SOCIOLOGY
Undergraduate
Introduction to the language, theories, methods, and research findings of the sociologist at work.

SOC 105
SOCIAL PROBLEMS
Undergraduate
Examination of important societal problems and issues with attention to their causes, their impact, and the possibility of resolution. The course considers the role of social movements, government and the private sector.

SOC 200
SOCIAL WORK AND SOCIAL WELFARE
Undergraduate
The nature of social work with a focus on the delivery of a variety of human services like health care and welfare; emphasis on professional-client relationships; examination of government agencies and voluntary associations.

SOC 203
RACE AND ETHNIC RELATIONS
Undergraduate
Interpretation and understanding of relationships between religious, ethnic and racial groups. The course emphasizes racial conflict and its resolution as well as the need to eradicate racism.

SOC 204
THE IMMIGRANT EXPERIENCE
Undergraduate
This course deals with the immigrant experience in the United States examining immigration and its effects on both this immigrants and the larger society, from the earliest days of this nation to the present. Students consider the demographic aspects of immigration, patterns of societal inclusion and exclusion, institution building, existential issues, cultural issues, economic issues, legal issues, educational issues, political issues and the nature of multiculturalism in the U.S.
SOC 205
SELF AND SOCIETY
Undergraduate
The course examines the relationship between individuals and the social and cultural environment. It introduces theories of the self and society (psychoanalytic theories, Weberian perspectives, symbolic interaction and social construction, feminist theories, existential perspectives, etc.). Readings include field studies and case studies. Students are introduced to research methods such as life narrative analysis and observation.

SOC 206
WORK AND SOCIETY
Undergraduate
Examines the job market, the impact of work on individuals and the nature of different kinds of work, including professions and jobs in bureaucracies and business.

SOC 207
YOUTH AND SOCIETY
Undergraduate
Using an historical and cross-cultural perspective, this course examines the social position of youth in today’s society; youth subcultures; key institutions within which youth are socialized and controlled.

SOC 101 or SOC 105 is a prerequisite for this class.

SOC 208
LAW AND SOCIETY
Undergraduate
Examines the legal system in its social contexts; considers its moral and social roots, its continuity and contradictions, and its ability to deliver justice. Draws upon cross-national comparison.

SOC 209
SOCIOLOGY OF WOMEN
Undergraduate
Cross-cultural analysis of women's roles. How various social institutions the media, work, the family, education, religion treat sex-role distinctions and how the women's movement is attempting to confront them.

SOC 210
THE COMPUTERIZED SOCIETY
Undergraduate
Examines the impact of computers and automation on society and the nature of technological change, with a focus on new electronic technologies and computers. Special attention is given to the nature of careers in computer science and emerging social issues and problems.

SOC 211
GENDER AND SOCIETY
Undergraduate
A consideration of the development of sex roles, gender identity and sexual behavior in a social context; how gender roles are shaped by families, youth culture, and the life cycle.

SOC 212
COMMUNITY AND SOCIETY
Undergraduate
An analysis of neighborhoods, cities, suburbs and utopian communities; the examination of major trends in urbanization and the evaluation of urban and community policies.
SOC 213
BLACK AMERICAN MUSIC CULTURE: TRADITIONS AND INNOVATIONS
Undergraduate
Study in African American culture that deals with the experience of music and musicians. Using some historical references with live contemporary illustrations the course will essentially examine the engagement of African American music/musicians in their community and in the larger multicultural American society.

SOC 214
POLICE AND THE URBAN COMMUNITY
Undergraduate
The nature of police work, decision-making structures and processes, conflict and cooperation in police-community relationships.

SOC 217
THE WORLD OF WORK
Undergraduate
An examination of work from an international perspective. Special emphasis will be placed on work in a global economy, the rise of new labor forces in developing nations and changing labor forces in post modern economies.

SOC 220
THEORIES OF CRIME AND DELINQUENCY
Undergraduate
Analysis of theories of causes and control of crime and juvenile delinquency; examination of delinquency subcultures, and the distribution of crime and juvenile delinquency.

SOC 221
INTRODUCTION TO THE U.S HEALTH CARE SYSTEM
Undergraduate
Examination of occupations and organizations in the U.S. health care system. Topics include: quality, access, and cost of health services; occupations and organizations involved in delivering health care; financing of care through health insurance and government programs. Recommended gateway course for all students in Health and Health Services concentration.

SOC 222
HEALTH AND INTERNATIONAL HEALTH CARE SYSTEMS
Undergraduate
Addresses the variation in health care delivery arrangements across countries by examining the health care systems from a socio-cultural perspective. Exploring why and when countries began building their health care systems, and what underlying values are reflected in those institutional arrangements.

SOC 223
SOCIOLOGY OF HEALTH AND ILLNESS [FORMERLY SOC 350]
Undergraduate
Examines how illness is related to sociological phenomena such as the social class of the patient or the organization of the health care delivery system. Formerly SOC 350.

SOC 224
INTRODUCTION TO STATISTICAL REASONING
Undergraduate
Introduction to statistics including data description and statistical inference used in many scientific fields of knowledge. Introduces students to computers in statistical analysis with examples drawn from social and natural sciences.

SOC 230
SEX AND GENDER IN THE CITY
Undergraduate
Examines the role of sex, sexuality, and gender in urban life, their interaction in urban spaces, and the formation of related private and public social policies.
SOC 231
RACE AND ETHNICITY IN THE CITY
Undergraduate
The social and cultural importance of urban ethnic communities and their interrelationships are investigated through a study of neighborhood development and change. Special emphasis on the major ethnic communities of Chicago.

SOC 232
GLOBAL CITIES
Undergraduate
National and international comparisons of urbanization and urbanism as a way of life in world cities, regional/satellite cities, and cities of production and distribution. Focus on the impact of power and resources on city life throughout the world.

SOC 233
SOCIOLOGY OF SPORT
Undergraduate
This course examines sports as a societal microcosm and as an idealized world for both individuals and institutions. Sport is also viewed as a major element in the making of American mythology.

SOC 235
ADOLESCENT HEALTH
Undergraduate
Examination of social, political, geographic, and psychological forces affecting adolescent health in the U.S. Focus on occurrence, cause, and prevention of adolescent health risk behaviors, such as sexual behavior, violence, and substance use. Discussion of policy and community practice.

SOC 236
IMMIGRATION, HEALTH AND ILLNESS
Undergraduate
Examines linkage of immigration to health and illness, including health status of immigrants, differences in health outcomes in the host country and countries of origin, occupational health and injury patterns, eating habits, healing practices, and access to health care. Includes fieldwork and review of research findings.

SOC 245
URBAN SOCIOLOGY (FORMERLY SOC 345)
Undergraduate
Study of urban growth and its impact. Topics explored include metropolitan development and change, population density, diversity and migration, urban life styles, urban institutions and important societal trends. Local, national and cross-national cases are examined. (Formerly taught as SOC 345)

SOC 248
WHITE RACISM
Undergraduate
This seminar is an introduction to white studies and white racism. White racism is a set of socially organized attitudes, behaviors and beliefs about differences between Blacks and other groups of color in the United States. The focus is on how the color White is constituted as dominant in social life throughout the United States and Western Europe.

SOC 250
GROUP DIVERSITY
Undergraduate
Study of cultural identities, values, and interaction of diverse groups. Among the concepts explored will be race, ethnicity, religion, gender, social class, sexual orientation, ableism, and age. The material will draw upon all the social sciences as well as appropriate samples from the literature.

SOC 101 or SOC 105 is a prerequisite for this class.
SOC 253
SLAVERY AND RACIALIZATION
Undergraduate
Addresses both the coming of slavery in Western civilization and how the ideology of race is used to interpret historical events and situations. The course will consider how slavery created the formation of a racist color line.

SOC 254
ANCIENT GREECE AND ROME
Undergraduate
The course explores the society and culture of ancient Greece and Rome, including mythology, art, and social institutions. The impact of these cultures on contemporary popular culture and social thought is considered. Emphasis on primary materials.

SOC 256
SOCIAL CHANGE
Undergraduate
Examines changes in societies since 1800, including change in technology, culture, and social and political institutions. Topics include modernization, revolution and media. The course emphasizes comparative, global perspectives and use of primary sources.

SOC 271
INTRODUCTION TO DEMOGRAPHY
Undergraduate
An examination of important population related problems and issues facing nations today. Selected topics include comparative population policies and their societal implications, population control, mortality patterns, changing patterns of illness and epidemic disease, contemporary migration and refugee patterns and related national policies, and the societal responses to changing age structures.

SOC 279
INTRO STATS FOR THE SOCIAL SCIENCES
Undergraduate
Data description and interpretation; table construction; correlation, regression and ANOVA; introduction to multivariate analysis; statistical inference and hypothesis testing. Cross-listed with MAT 242.

MAT 100 or higher or placement by test is a prerequisite for this class.

SOC 280
MASS MEDIA AND CULTURE
Undergraduate
Analysis of the relations between modern society and the mass media such as TV, film, radio and the print media.

SOC 281
SOCIOLOGY OF ROCK MUSIC
Undergraduate
Rock music is studied as an object of culture, both as art and as mass culture. Attention is given to its creation, dissemination and appreciation.

SOC 282
ROCK JOURNALISM
Undergraduate
This course explores the wide variety of rock writings, from album and concert reviews to interviews with musicians. The functions served by the rock press will also be considered as part of the hype machine of the rock industry, as critical information for an audience whose knowledge of rock does not come from formal education.
SOC 290
SPECIAL TOPICS IN SOCIOLOGY
Undergraduate
In-depth examination of selected and timely social issues. Topics vary from quarter to quarter. Topics may be initiated by students.
SOC 101 or SOC 105 is a prerequisite for this class.

SOC 291
SPECIAL TOPICS IN SOCIOLOGY
Undergraduate
Two-credit-hour courses on special topics in Sociology.

SOC 292
COLLECTIVE ACTION
Undergraduate
The socio-legal implications of violent and nonviolent protest in bringing about social change. Emphases: social and historical causes that precipitate violence; court response to civil disobedience.

SOC 301
THE JUVENILE COURT SYSTEM: ITS OPERATIONS
Undergraduate
An introduction to the juvenile-court system. The interaction of police, judges and court officers. The role of discretion in disposition.
SOC 208 or SOC 220 or PSC 260 or BLW 201 is a prerequisite for this course.

SOC 304
SOCIAL DEVIATION (CROSS-LISTED AS SOC 468)
Undergraduate
Comparison of theories and conceptual frameworks about deviance. Analysis of deviant life styles and careers. Examination of societal efforts to control deviance.
SOC 101 or SOC 105 is a prerequisite for this class.

SOC 305
POWER, CONSTRUCTIONS OF DEVIANCE, AND SOCIAL CONTROL
Undergraduate
This course employs a variety of theoretical paradigms to examine social constructions of deviance and conformity. It pays close attention to the relationship of such behaviors to conventional values, institutions, power, and mechanisms of social control.

SOC 306
FAMILIES
Undergraduate
Ideas, theories and research on families. Topics include change and variety in family patterns, fertility and child rearing.
SOC 101 or SOC 105 is a prerequisite for this class.

SOC 307
SOCIOLOGY OF SUBSTANCE USE AND ABUSE
Undergraduate
Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

SOC 308
CULTURE, COMMUNITY AND POLITICS
Undergraduate
Explores the cultures and forms of organization of various groups in the United States, including music, art, community politics, and social movements. Specific topics vary.
SOC 309  
SOCIOLOGY OF SEXUALITY  
Undergraduate  
Explores social construction of sex and sexuality, the intersection of gender, race, and sexuality, sexual orientations, and major issues in sexual politics, such as the gay/lesbian movement, discrimination, abortion, and sterilization.  
(SOC 101 or SOC 105) and SOC 209 are prerequisites for this course.

SOC 310  
CRITICAL PERSPECTIVES ON CRIMINAL JUSTICE  
Undergraduate  
In this course, students will explore the history and social meaning of "criminal justice" in the United States. Readings, reflections, and discussions will push students to examine the criminal justice system as a system of social control and will alert students to the raced and classed character of this system.

SOC 311  
SOCIOLOGY OF LATINO CULTURE  
Undergraduate  
Examination of major cultural expressions and practices among Latino groups in American society. The family unit, cultural identity, music, art, literature, language, film and youth gangs are among the topics discussed.

SOC 313  
SOCIOLOGY OF EDUCATION  
Undergraduate  
Examines the structure of schooling in the United States and other societies. Topics include: Schools as organizations; teaching as a profession; peer cultures in schools; racial/ethnic, class, and gender inequalities in education.

SOC 315  
LAW, POWER AND RESISTANCE  
Undergraduate  
In this course, students examine the law in its social context. Readings, reflections, and discussions will push students to explore the role of law both in the production and maintenance of inequality and in marginalized people's struggles for justice.  
SOC 208 or SOC 220 or PSC 260 or BLW 201 is a prerequisite for this course.

SOC 316  
STREET GANGS  
Undergraduate  
Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative gang research efforts are studied. Street gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang's relationship with other organizations and social actors in the same "habitat."

SOC 220 is a prerequisite for this class.

SOC 317  
GENDER, CRIME AND JUSTICE  
Undergraduate  
In this course students explore the ways in which gender intersects with crime and justice in the U.S. and increasingly, globally. Using feminist and critical perspectives, this course interrogates the gendered and racial nature of the criminal justice system, examines the ways in which gender intersects with patterns of offending, victimization, survival, and resistance, and looks at the ways that criminal justice institutions and gender interact. It also asks students to think critically about alternatives to incarceration and other ways of establishing justice.
SOC 318
SOCIAL CHANGE IN THE DEVELOPING WORLD
Undergraduate
Examines various processes of social and cultural change, with particular focus on peoples undergoing or emerging from cultural, political or economic oppression.

SOC 321
HEALTH AND HUMAN SERVICE ORGANIZATIONS
Undergraduate
The work of health and human service organizations is examined; the origins of these organizations, their goals and the problems inherent in attaining the goals, are considered.

SOC 322
TREATMENT AND PREVENTION OF DELINQUENCY
Undergraduate
A review of traditional and current practices of programs designed to treat delinquents and prevent delinquency, with emphasis on the variety of available correctional facilities.

SOC 323
THE SOCIAL WELFARE INSTITUTION
Undergraduate
The evolution of social welfare as an urban institution and the creation of the welfare state are examined. An analysis of social welfare in the United States within the context of economic, political, social and philosophical developments.

SOC 326
AGING AND THE LIFE COURSE
Undergraduate
A look at the changing age composition of the population; meaning and societal definition of aging, the different types of responses to growing older and the various social programs designed for older people. Introduction to life course theories.

SOC 330
THEMES IN SOCIAL THOUGHT
Undergraduate
Consideration of the writings of social philosophers regarding the nature, origins and meanings of human society.

SOC 331
SOCILOGICAL THEORY
Undergraduate
Exploration of the nature of theory and an analysis of selected social theorists.

SOC 333
THE SOCIOLOGY OF SLAVERY
Undergraduate
This course examines and analyzes the institution of slavery in the United States from a sociological perspective. Important areas examined include the origins and functions of American slavery and racism, abolition, ideology and the idea of slavery and the origins of the African American class structure in the United States.

SOC 340
SOCIAL INEQUALITY
Undergraduate
Examination of inequalities in wealth and power and their consequences for individuals and the society; for example, the institutions of law, health care, education and politics.

SOC 101 or SOC 105 is a prerequisite for this class.
SOC 341
THE SOCIOLOGY OF OCCUPATIONS
Undergraduate
Analysis of the characteristics and problems of a wide range of occupations including the professions (recruitment, ethics, associations and sources of authority).

SOC 342
ORGANIZATIONAL DYNAMICS
Undergraduate
Examination of the structure and process of organizations in the public and private sectors, life in organizations and the interrelationship of individuals and organizations.

SOC 343
SOCIAL DIMENSIONS OF RELIGION (CROSS-LISTED WITH REL 221)
Undergraduate
Analysis of the interplay of society and religion, the clergy as an occupational group, and the relationship of religious ideology to social change.

SOC 344
POLITICAL SOCIOLOGY
Undergraduate
Social and economic bases of the political system in a comparative perspective.

SOC 346
URBAN ETHNOGRAPHY
Undergraduate
An introduction to field research in an urban environment.
SOC 101 or SOC 105 is a prerequisite for this class.

SOC 347
CLASS, POWER AND DECISION MAKING IN THE CITY
Undergraduate
Analysis of decision-making in urban settings. Considers the role of class disparities, power, citizen protest and community participation in urban outcomes.

SOC 348
THE CITY IN THE FUTURE
Undergraduate
Alternative views of urban structures and social life in the post-industrial age. Considerations of the implications of energy, different technologies, future shock and social trends.

SOC 351
HEALTH DISPARITIES
Undergraduate
Examination of persistent health disparities in the U.S. and the influence of social settings on morbidity and mortality, as well as the impact of social class, gender, and race/ethnicity on disease and illness patterns and access to health care.

SOC 353
SOCIOLOGY OF MENTAL ILLNESS
Undergraduate
Examines the social history of, and societal reaction to, the mentally ill. Review of contemporary social perspectives on mental illness and social research on mental hospital institutionalization; the dynamics of the therapist-patient relationship.
SOC 354
COMPARATIVE COMMUNITY POLITICS (CROSS-LISTED AS SOC 426 & MPS 574)
Undergraduate
The course examines a variety of areas affecting the social and political organization of communities in the U.S. and other countries. Important areas examined include social organization, the institutional and socioeconomic structure, urbanization, patterns of citizen participation and the social organization of political decision making.

SOC 355
CHICAGO AS A SOCIAL SYSTEM
Undergraduate
This course draws upon the rich tradition of sociological work carried out in Chicago to exemplify, illuminate, and integrate a variety of sociological concepts, theories and methodologies.

SOC 356
THE CITY IN CROSS-CULTURAL PERSPECTIVE
Undergraduate
This course examines the city as a type of human settlement, focusing on the different forms, functions, images and ideological perceptions of cities across a number of different cultures.

SOC 357
LATIN AMERICAN POLITICAL ECONOMY/SOCIETY
Undergraduate
A comprehensive view of the metropolitan and colonial origins and development of Latin America. Also provides an overview of major social and economic issues facing Latin America today, including balance of payment problems, inflation, stabilization, poverty, inequality, and land reform.

SOC 358
REVOLUTIONS AND PEASANT REBELLIONS
Undergraduate
Analyzes the most important revolutions and peasant rebellions of the twentieth century as well as the most relevant cases from previous periods, such as the French Revolution.

SOC 360
SOCIAL SERVICES IN CONTEMPORARY SOCIETY (CROSS-LISTED AS SOC 432)
Undergraduate
Social services and welfare programs as developed in contemporary industrial societies. Comparison between European social services and the American social services provides a basis for considering the implications of social policy.

SOC 365
HEALTH AND GLOBALIZATION
Undergraduate
Comparative approach to understanding changes in health and illness patterns, diet and consumption, and access to health care associated with economic expansion, global inequalities, and changes in local economies, occupations and cultures. Case studies of selected non-industrialized countries.

SOC 370
PEOPLE, PLACES, AND FOOD
Undergraduate
Exploration of community food resources and the relationship to chronic disease such as obesity, diabetes, and hypertension. Qualitative methods focus on meanings of eating habits and how people secure food. Analyzes barriers and supports for healthy eating habits in Chicago neighborhoods. Service-learning component.
SOC 372
HEALTH CARE SYSTEMS: A COMPARATIVE PERSPECTIVE
Undergraduate
Examines the variations in health care delivery systems across selected countries and analyzes social and cultural forces that influence these systems, with an emphasis on differences in health outcomes.

SOC 373
PUBLIC HEALTH AND HIGH RISK BEHAVIOR
Undergraduate
Explores problems in community and public health such as HIV/AIDS and injection drug use. Topics may vary.

SOC 380
RESEARCH METHODS IN SOCIOLOGY I
Undergraduate
The logic of procedures of social science methodology. Initiation of student research project: formulation of problem, design of research, data collection. Presentation of the range of methods available for various types of social research.

SOC 381
RESEARCH METHODS IN SOCIOLOGY II
Undergraduate
Continuation of the research project begun in Sociology 380. Data manipulation and analysis with the use of computers; interpretation, write-up, and synthesis of the research experience.

SOC 3279 and SOC 380 are prerequisites for this class.

SOC 382
QUALITATIVE METHODS
Undergraduate
Introduction to qualitative methods in sociology, grounded theory, data collection and analysis, field research, life histories, and unobtrusive measures.

SOC 383
VISUAL SOCIOLOGY
Undergraduate
Examines the history of the still photograph as a document of social problems and conditions, a cultural artifact with a linguistic structure of its own. Methodological issues involved in using photographs as research tools are studied. Students conduct own documentary research project.

SOC 384
ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
Undergraduate
This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

SOC 385
THE SOCIAL SIGNIFICANCE OF BLACK MUSIC AND ENTERTAINMENT
Undergraduate
The course is a sociological interpretation of Afro-American culture by focusing on the social significance of black entertainment; the course draws attention to how entertainment has been used to make social commentary.

SOC 386
POPULAR CULTURE AND THE ARTS (CROSS-LISTED AS SOC 480)
Undergraduate
Multiple perspectives, from modern to post modern, are applied to a range of forms of popular culture, both in historical context and in their current forms. Topics to be covered include examining the concept of popular culture, the analytic tools to understand it, and analyzing some of its manifestations (e.g. sports, mass media, gambling, holiday presentations, shopping, theme parks, theme restaurants, etc.)
"Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

Sociological perspectives on shopping, consumer culture, and social-psychology of consumer behavior.

Selected topics form the basis of an in-depth consideration. Topics vary and may be initiated by students.

Two-credit-hour course on special topics in Sociology.

Combines basic understanding of sociological principles with field experience.

A senior seminar course that enables students to conduct original research and integrate theory and methods. PREREQUISITE(S): Senior standing and SOC 331. Seniors are strongly encouraged to enroll in this course.

Senior standing and SOC 331 are a prerequisite for this class.

Foreign and domestic study tours with lectures and research by special arrangement with sponsoring programs

Placement of students in work-study situations relevant to careers in health and human services, social work, juvenile justice, law and society, urban and community services. Clinical and Experiential (can fulfill jr. yr. requirement). (1 to 4 credit hours).

Senior status and permission of the department chair are prerequisites for this course.
SOC 401
ADVANCED INTRODUCTION TO SOCIOLOGY
Graduate
A focused and intense introduction to the current state of the discipline of sociology: its basic concepts, theories, methodologies and research strategies. Students completing the course are expected to be able to engage successfully in the department's graduate program.

SOC 402
STATISTICS FOR THE SOCIAL SCIENCES
Graduate
Introduction to quantitative and statistical reasoning in the social sciences, quantitative data analysis, and computer software.

SOC 403
SOCIAL POLICY AND SOCIAL CHANGE
Graduate
Examines the process of policy-making and the effects of policies on individuals, organizations, and communities.

SOC 404
CLASSICAL AND MODERN THEORY
Graduate
Covers classical social theory (Marx, Durkheim, and Weber) and social theory through the 1960s.

SOC 405
SOCIOLOGICAL PERSPECTIVES
Graduate
Examines sociological theories, methods and concepts through a study of the work of contemporary sociologists.

SOC 411
SOCIAL RESEARCH
Graduate
This course focuses on the logic of sociological inquiry, ethical issues of research, the various methods social scientists use, and research in applied settings. For Sociology MA students only.

Status as a SOC Graduate student is a prerequisite for this class.

SOC 412
DATA ANALYSIS
Graduate
The implementation of a research project. Analytic techniques, data processing and the preparation of a written research report.

SOC 411 is a prerequisite for this class.

SOC 413
QUALITATIVE METHODS
Graduate
An examination of qualitative methods in sociology: data collection and analysis, field research, life histories, unobtrusive measures and visual methods employing video and film equipment are emphasized.

SOC 414
LITERATURE REVIEW WRITING PROJECT
Graduate
This course requires students to complete a paper reviewing the sociological literature on a topic of their choice. Successful completion of the literature review paper is one of the ways in which students may fulfill the final project requirement leading to the master's degree.
SOC 415
WRITING A RESEARCH PAPER
Graduate
This writing project is open to students who are working on their literature review, research papers, and thesis.

SOC 416
APPLIED ANTHROPOLOGY (CROSS-LISTED AS ANT 316)
Graduate
(Cross-listed as ANT 316)

SOC 417
ETHNOGRAPHIC DOCUMENTARY FILM PRODUCTION
Graduate
This course imparts the art, craft, and discipline behind the making of sociological ethnographic documentary films. Throughout the course students learn ethnographic concepts and methods, develop film criticism faculties, and build a film production skill set.

SOC 418
DOCUMENTARY FILMS IN SOCIAL SCIENCES
Graduate
This course critically examines the history of documentary filmmaking and criticism in the social sciences and humanities. Students analyze documentary films created by social scientists and non-social scientists over the past 100 years.

SOC 420
URBAN SOCIOLOGY
Graduate
Introduction to advanced level studies in applied urban sociology: contemporary urban theory, research, and policy issues.

SOC 421
URBAN ANTHROPOLOGY
Graduate
Theories and methods of contemporary anthropology are employed to analyze a variety of topics of urban phenomena including the process of urbanization, urbanism-urban culture, subcultures, ethnic life styles—and the notion of images of cities.

SOC 422
URBAN AND COMMUNITY ANALYSIS
Graduate
Quantitative analysis of urban issues including social-area analysis, patterns of segregation, neighborhood change, and other selected topics.

SOC 423
RESEARCH ON URBAN CULTURES
Graduate
Ethnological approach to urban life stressing the qualitative analysis and evaluation of different types of urban communities, community organizations, and urban life styles.

SOC 424
THE SOCIOLOGY OF HOUSING
Graduate
An in-depth approach of a major component of urban life with a focus on federal and local policies, programs and issues.

SOC 425
STRATEGIES OF COMMUNITY ORGANIZATIONS
Graduate
Strategies and techniques used in the formation and process of community organizations.
SOC 426  
**URBAN DEVELOPMENT POLICIES**  
**Graduate**  
Community agencies viewed as problem-solving organizations. Concentration on the impact of state and local government on community organizations and how community organizations influence social policy. Sequel to SOC 425.

SOC 430  
**MEDICAL ANTHROPOLOGY (CROSS-LISTED AS SOC 319)**  
**Graduate**  
(Cross-listed as SOC 319)

SOC 431  
**SOCIOMETRY OF HEALTH, ILLNESS AND MEDICINE (CROSS-LISTED AS MPS 534)**  
**Graduate**  
Analysis of the social system of health care: practitioners, organizations, patients, and their multiple interrelationships. An evaluation of problems in health care delivery systems.

SOC 432  
**SOCIAL SERVICES IN CONTEMPORARY SOCIETIES (CROSS-LISTED AS SOC 323)**  
**Graduate**  
Analysis of the concept of welfare, evaluation of the social organization of welfare and the problems of welfare service systems. The interrelationships between welfare and the family, employment, health and crime are explored.

SOC 433  
**THE SOCIOLOGY OF EDUCATION**  
**Graduate**  
Analysis of educational organizations and their effects—including characteristics of institutional structures, teaching as an occupation, and the relationship between educational attainment and social mobility.

SOC 434  
**YOUTH SERVICES: HEALTH AND WELFARE**  
**Graduate**  
Review of research on various youth problems (e.g., substance abuse, pregnancy, runaways) and consideration of efforts at amelioration and control.

SOC 435  
**STRUCTURE OF HEALTH CARE ORGANIZATIONS**  
**Graduate**  
A case study approach emphasizing the interaction of the clinical, administrative, and other components of the health care team, the formulation of policy, and the control and distribution of resources.

SOC 436  
**YOUTH SERVICE DELIVERY SYSTEMS**  
**Graduate**  
Consideration of the current state of youth services in Illinois. Analysis of the administration of agencies and their programs: program design, the funding process, intervention strategies.

SOC 437  
**HEALTH CARE DELIVERY SYSTEMS (CROSS-LISTED AS MPS 537)**  
**Graduate**  
Consideration of the current state of health care delivery in the United States, the growth and projected direction of health care in the future. Implications of national policy on local delivery; cross-national comparisons and economic conditions will be considered.
SOC 438
SOCIOLOGY OF SUBSTANCE USE & ABUSE
Graduate
Sociological perspectives on substance use and abuse, related high-risk behavior, drug traffic, community impact, and prevention and public policy.

SOC 440
LAW AND SOCIAL SCIENCE
Graduate
Analysis of the American legal system as an instrument of social control, social change, and social reform. The impact of social science research on public policy decisions.

SOC 441
PUBLIC HEALTH AND HIGH RISK BEHAVIOR
Graduate
This course brings sociological theory, concepts, and methods to bear on HIV/AIDS, hepatitis B and C (HBV, HCV), and other adverse health outcomes prevalent among injection drug users (IDUs), men who have sex with men (MSM), and “high risk heterosexuals” (HRHs).

SOC 442
CRIMINAL JUSTICE: HISTORY, THEORY, AND ANALYSIS
Graduate
Study of major criminological theories and their application to systems of corrections. Present trends at federal, state, city and private correctional institutions.

SOC 443
LAW AND ADMINISTRATION OF JUSTICE
Graduate
Analysis of legal systems and their implementation; jurisprudence and its role in the development and change of legal systems; role of the courts and the police as related to community social problems.

SOC 444
POLICING INEQUALITY
Graduate
Examination of the policies and practices of law enforcement agencies and personnel and their impact on the communities they serve.

SOC 445
TRAFFIC: THE SOCIAL ORGANIZATION OF CHICAGO’S ILLEIICIT DRUG ECONOMY
Graduate
This course examines the social organization of Chicago’s illicit drug trade and attempts to make appropriate and judicious research-based generalizations to economies, cultures, and societies outside of the city.

SOC 446
LAW ENFORCEMENT POLICY ISSUES
Graduate
Examines the development, implementation, and evolution of formal and informal policies and procedures governing police agencies, correctional facilities, probation and parole systems, and the courts. Policy enactment on the “front lines” of law enforcement bureaucracies is emphasized.

SOC 447
SOCIAL CONTROL AND SOCIAL DEVIANCE
Graduate
Examines theories and research on the social organization of institutions that label and process deviants.
SOC 448
STREET GANGS
Graduate
Examines the problems associated with street gangs and "troublesome youth groups" in the United States and Europe. Classical and contemporary theories of gang formation and proliferation are reviewed. Both quantitative and qualitative research on gangs are studied. Gang reduction policies and programs (national and local) are scrutinized. Emphasis is placed on the street gang’s relationship with other organizations and social actors in the same "habitat."

SOC 449
CRIMINAL ORGANIZATIONS
Graduate
The problem of organized crime in American society is examined. Both traditional and emerging groups are studied. The ethnic succession and alien conspiracy theories are reviewed. The importance of social structural influences for the development of criminal organizations is emphasized.

SOC 450
ADVANCED STATISTICS I (CROSS-LISTED AS PSY 410)
Graduate
Advanced Statistics I (cross-Listed As Psy 410)

SOC 451
HEALTH POLICY ANALYSIS: INTERNATIONAL PERSPECTIVES
Graduate
In this course, we will learn and discuss the foundations of international health policy analysis by engaging in health policy analysis. In an international comparative context, we will study the relationship between social organization, knowledge about health and illness, the development of health policies and the resulting health and illness outcomes.

SOC 452
MODERNITY, GLOBALIZATION AND SOCIAL THEORIES
Graduate
This course will review classical and contemporary sociological work in both modernity and globalization and will help students assess if that social theory still allows us to understand social reality or whether we need to create a new set of sociological propositions to understand our present and future.

SOC 455
CHILDHOOD, FAMILY, PUBLIC POLICY
Graduate
Examines contemporary public policy issues and relevant research concerning parenting, marriage, household structure, and family formation, with a focus on the U.S.

SOC 460
SOCIOLOGY OF THE FAMILY
Graduate
Examines demographic trends in this century, recent literature on women and men, wives and husbands, children and parents. Some comparative material is included.

SOC 461
SOCIOLOGY OF YOUTH
Graduate
Critical analysis of literature on nondelinquent youth; focus on the social contexts within which the transition to adulthood occurs.

SOC 462
SOCIALIZATION
Graduate
Perspectives on the individual's acquisition of patterns of behavior and culture in social groups.
SOC 463
SOCIAL PSYCHOLOGY
Graduate
The influence of group life on personality development, social interaction, and social behavior.

SOC 464
SOCIAL INEQUALITY AND STRATIFICATION
Graduate
An analysis of inequalities in power, wealth and prestige with an emphasis on the concept of social class, trends in social mobility, and relationships to current social topics such as housing, welfare and political participation.

SOC 465
RACE AND ETHNIC RELATIONS
Graduate
Theoretical perspectives on racial, ethnic, gender, sexual orientation and differentially abled groups emphasizing processes of group formation, patterns of prejudice and discrimination, and an evaluation of methods to reduce prejudice and discrimination.

SOC 466
SOCIOLOGY OF SOCIAL MOVEMENT
Graduate
Study of social trends, social movements, communications, and crowd behavior. Emphasis on processes of social change, includes examination of historical and cross-cultural case material.

SOC 467
ORGANIZATIONS
Graduate
The functioning, premises, and consequences of formal organizations will be considered using a variety of perspectives.

SOC 468
SOCIAL DEVIATION (CROSS-LISTED AS SOC 304)
Graduate
Research and theory in the sociology of deviant behavior, emphasis upon such topics as the labeling of deviants, the analysis of deviant careers, patterns of deviant socialization, and the roles of agents or agencies of social control.

SOC 469
SOCIOLOGY OF LIFE CYCLE
Graduate
A look at the changing age composition of the population; meaning and societal definition of aging, the different types of responses to growing older, and the various social programs designed for the aged.

SOC 470
GENDER AND SOCIETY (CROSS-LISTED AS MLS 447 & WMS 460)
Graduate
Theory and research on roles of men and women, sexual behavior and patterns of gender inequality.

SOC 471
SOCIOLOGY OF KNOWLEDGE
Graduate
An analysis of the social forms of knowledge and the social processes by which individuals acquire this knowledge. The institutional organization and social distribution of knowledge.
**SOC 472**  
**SOCIOLOGY OF RELIGION**  
Graduate  
An historical and contemporary analysis of the interrelationship between religion and society. Emphasis upon the sacred/secular and church-sect typologies, new religious movements and religion's contributions to societal values, beliefs and meaning systems.

**SOC 473**  
**THE DILEMMA OF THE MODERN AGE (CROSS-LISTED AS MLS 460)**  
Graduate  
(Cross-listed as MLS 460) The crisis of the individual's place in society and in the world itself-the dilemma of modernity-is exposed through social science, philosophy, literature, art, and music. The distinctive features of and responses to modern culture-individualism, alienation, and depersonalization-are examined through the multiple perspectives that form the modern mind.

**SOC 474**  
**POPULATION PROBLEMS (CROSS-LISTED AS SOC 271)**  
Graduate  
An examination of population related problems and issues facing nations today. Selected topics include comparative population policies and their societal implications, population control, mortality patterns, changing patterns of illness and epidemic disease, contemporary migration and refugee patterns and related national policies, and the societal responses to changing age structures.

**SOC 475**  
**SOCIOLOGY OF WORK (CROSS-LISTED AS MLS 443)**  
Graduate  
Examination of the nature, meaning and history of work and leisure in Western culture; and the relationship of work and leisure to issues associated with the contemporary concept of "quality of life".

**SOC 476**  
**WORK AND LEISURE IN THE FUTURE (CROSS-LISTED AS MLS 448)**  
Graduate  
(Cross-listed as MLS 448) There has been a great change in the meaning, form and value assigned to work and leisure in society. Many of these changes have come to be characterized as inevitable consequences of life in post-industrial society. This course: 1) speaks to identify the factors that are shaping the future of work and leisure and 2) will explore futuristic scenarios that challenge the position of "work as a central-life meaning."

**SOC 477**  
**SEX, SEXUALITY AND POLITICS**  
Graduate  
Focus on sexuality as one of the central organizing ideologies shaping the fabric of our social life. Topics covered include the medicalization of sex, sex and race, pornography, sex and globalization, and gay liberation movement, etc.

**SOC 479**  
**MEN, MASCULINITY AND POWER**  
Graduate  
This course reviews the development of men's studies and its connection with the development of women's studies. It examines the construction of masculinity and the issue concerning gender inequality.

**SOC 480**  
**POPULAR CULTURE AND THE ARTS (CROSS-LISTED AS SOC 386)**  
Graduate  
(Cross-listed as SOC 386) The course explores topics in popular culture and the arts from a sociological perspective. The focus includes specific arts (film, music, photography, etc), subcultures of artists and performers and the impact of the market on the arts and popular culture.
SOC 481
SELF AND SOCIETY
Graduate
This course examines sociological perspectives on self and society. In particular, the course will focus on the way that self and society are mediated through an analysis of small group interaction. Group interaction mediates individual action and social structure, therefore making the study of small group interaction generalizable to larger social patterns of organization.

SOC 487
SOCIOLOGY OF CELEBRITY
Graduate
"Celebrities are known for being well-known." The course explores the role of media and fans in the making of celebrity and considers celebrity as a key feature of contemporary society.

SOC 490
AFRICAN-AMERICAN CULTURE (CROSS-LISTED AS SCG 450/ LSE 450)
Graduate
(Cross-listed as SCG450/LSE450) Intended for teachers and students of society in order that they may examine the contributions of the African American community to American culture; gain a functional understanding of the social, economic and political development of blacks in America; gain an insight into problems created by racism and social construction of race.

SOC 491
AFRICAN-AMERICAN SOCIAL THOUGHT AND SOCIAL ACTION
Graduate
The course examines a unique African-American community-service tradition. This tradition embodied in a social thought perspective merges direct social action with intellectual ideas to improve conditions of America's black community. Contributions of social scientist and social activists will be used to demonstrate this perspective and to discuss sociology topics as community, race and social change.

SOC 492
ERADICATING WHITE RACISM
Graduate
This graduate seminar addresses key dimensions of the social construction Whiteness (how British, Jews, Irish, Italians, etc. became White) and how the consequence White racism (denial of opportunity to non-Whites) in the United States perpetuates a system of racialized inequality. The seminar is designed to prepare students for critical self-reflection, self-appraisal, and social change.

SOC 493
VISUAL SOCIOLOGY
Graduate
A sociological view of documents that record social reality. These documents primarily include photographs but can also include paintings and sculpture.

SOC 494
RACISM AND RESISTANCE
Graduate
In this course, although we will be particularly interested in the way White Supremacy is created and maintained in the post-civil rights era, we will ground our examination in the histories that created our present. We will end the course with a frank discussion of what can be done to resist racism and racial oppression in our own lives.

SOC 495
SPECIAL TOPICS IN SOCIOLOGY
Graduate
Special courses will be offered as students and faculty identify selected topics of common interest.
SO 498
INTERNSHIP
Graduate
Students may be placed with agencies where they will have the opportunity to participate in activities such as research and counseling. Credit may vary but is subject to the limit of eight quarter hours.

SO 499
INDEPENDENT STUDY
Graduate
Independent Study

SO 500
THESIS RESEARCH
Graduate
The thesis research should culminate in the acceptance of a thesis. Four quarter hours, one registration.

SO 510
MA PROJECT COMPLETION
Graduate
Students may register for this class if they are engaged in work on a writing project (thesis or MA project). Registration requires certification by the chair that the student is engaged in research or writing. The course does not apply to completion of an IN in a class. This course may be taken at most 3 times.

SO 601
ACTIVE STUDENT STATUS
Graduate
Registration in this course provides access to the library and other university facilities. There is no indication whether or not the student is working on the writing project. Non-credit. $40.00 fee.

SP 101
BASICS SPANISH I
Undergraduate
Listening to, speaking, reading and writing Spanish in a cultural context for the beginning student.

SP 102
BASICS SPANISH II
Undergraduate
Continued emphasis on the four skills in culturally authentic situations.

SP 103
BASICS SPANISH III
Undergraduate
Completion of the basic elements of the Spanish language, spoken as well as written, with due regard to the cultural context of Spanish expression.

SP 104
INTERMEDIATE SPANISH I
Undergraduate
Intensive practice in the use of Spanish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills.
SPN 105
INTERMEDIATE SPANISH II
Undergraduate
Continuing practice in spoken and written Spanish and further development of reading and listening abilities in an authentic cultural context.

SPN 106
INTERMEDIATE SPANISH III
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Spanish with a concomitant heightened awareness of the cultural dimensions of the Spanish language.

SPN 114
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS I
Undergraduate
The first quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 115
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS II
Undergraduate
The second quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 116
INTERMEDIATE SPANISH FOR HERITAGE SPEAKERS III
Undergraduate
The third quarter of a combined basic and intermediate sequence for home-background speakers of Spanish who have had little or no previous formal study of the language.

SPN 124
INTERMEDIATE SPANISH I: SERVICE LEARNING
Undergraduate
Intensive practice in the use of Spanish through listening, speaking, reading and writing, and continued enhancement of the cultural awareness intrinsic to those skills. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 125
INTERMEDIATE SPANISH II: SERVICE LEARNING
Undergraduate
Continuing practice in spoken and written Spanish and further development of reading and listening abilities in an authentic cultural context. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 126
INTERMEDIATE SPANISH III: SERVICE LEARNING
Undergraduate
Developing more fluency in speaking, understanding, reading and writing Spanish with a concomitant heightened awareness of the cultural dimensions of the Spanish language. Provides Experiential Learning credit through Community Based Service Learning: includes at least 25 hours of required work off-campus.

SPN 197
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.
SPN 198
STUDY ABROAD
Undergraduate
Variable credit.

SPN 199
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 201
ADVANCED GRAMMAR AND COMMUNICATION
Undergraduate
A systematic study and review of grammar points that typically cause difficulty for students of Spanish as a foreign language. Developing appropriate speech and writing through the study and discussion of films and various types of written documents within a cultural context.

SPN 202
ADVANCED COMPOSITION AND COMMUNICATION
Undergraduate
Continued study of grammar, speech and writing with emphasis on the development of an effective prose style.

SPN 203
ADVANCED CONVERSATION I
Undergraduate
Developing a more sophisticated spoken fluency; backup support provided through written texts and exercises.

SPN 204
ADVANCED CONVERSATION II
Undergraduate
Refinement of advanced speaking skills.

SPN 205
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS I
Undergraduate
For native speakers of Spanish to be taken in lieu of 201.

SPN 206
ADVANCED GRAMMAR AND COMPOSITION FOR HERITAGE SPEAKERS II
Undergraduate
For native speakers of Spanish to be taken in lieu of 202.

SPN 207
ADVANCED CONVERSATION FOR THE HERITAGE SPEAKER
Undergraduate
For Heritage Language Speakers of Spanish to be taken in lieu of 203 or 204.

SPN 220
INTRODUCTION TO LITERARY ANALYSIS IN SPANISH
Undergraduate
Introduction to the vocabulary and methods of literary criticism. Study of various genres and periods.
SPN 221
INTRODUCTION TO PENINSULAR CIVILIZATION
Undergraduate
Survey of cultural, social, intellectual, and political development of Spain.

SPN 242
INTRODUCTION TO SPANISH LINGUISTICS
Undergraduate
Introduction to sounds, structure, history, and dialects of Spanish. Strongly recommended for students planning to take SPN 352 “Spanish Phonology and Phoentics.”

SPN 251
SPANISH FOR THE MEDICAL PROFESSIONS
Undergraduate
Development of communication skills for medical professionals, as well as insurance and social service workers. Reviews structures of Spanish grammar essential to oral practice and idioms commonly needed by healthcare providers.

SPN 252
COMMERCIAL SPANISH I
Undergraduate
Provides business-oriented students with sufficient Spanish language skills to be able to conduct basic business activities in Spanish-speaking countries. Strongly recommended for students planning to take SPN 320 "Advanced Commercial Spanish".

SPN 254
SPANISH FOR LAW PROFESSIONALS
Undergraduate
The objective of this course is to provide vocabulary, idiomatic expressions, and cultural information for the specific needs of the professionals in the legal field.

SPN 297
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.

SPN 298
STUDY ABROAD
Undergraduate
Variable credit.

SPN 299
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 301
SPANISH LITERATURE I: MIDDLE AGES THROUGH THE GOLDEN AGE
Undergraduate
Middle Ages through the Golden Age.

SPN 302
SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT
Undergraduate
The Enlightenment to the present.
SPN 303
LATIN AMERICAN LITERATURE & CULTURE I
Undergraduate
From the discovery of America to Romanticism.

SPN 304
LATIN AMERICAN LITERATURE AND CULTURE II
Undergraduate
From Modernism to the present.

SPN 305
LATIN AMERICAN NOVEL
Undergraduate
Topics include: contemporary, testimonial novel.

SPN 306
HISPANIC LITERATURE OF THE CARIBBEAN
Undergraduate
Topics include Cuban, Puerto Rican, Dominican, Afro-Caribbean.

SPN 307
PENINSULAR CIVILIZATION
Undergraduate
Social, intellectual and artistic background of Spain.

SPN 308
MEDIEVAL SPANISH LITERATURE
Undergraduate
El Cid, La Celestina, El Conde Lucanor, Libro de Buen Amor.

SPN 309
SPANISH BALLAD
Undergraduate
Origins, kinds, readings and interpretations.

SPN 310
THE GOLDEN AGE
Undergraduate
Topics include: Lyric poetry, theater.

SPN 311
CERVANTES
Undergraduate
This course focuses on Miguel de Cervantes's Don Quijote. It examines how this "first modern novel" responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation.

SPN 312
THE SPANISH NOVEL
Undergraduate
Topics include: the picaresque novel; 19th-century novel; 20th-century novel.
SPN 313
THE GENERATION OF 1898
Undergraduate
Azorin, Baroja, Ganivet, Machado, Unamuno, Valle-Inclan.

SPN 314
CONTEMPORARY HISPANIC LITERATURE
Undergraduate
Topics include: the literature of Spain; Spanish-American literature.

SPN 315
MEXICAN LITERATURE
Undergraduate
Representative texts from different periods and genres.

SPN 316
THE HISPANIC ESSAY
Undergraduate
Topics include: essay of Spain; Spanish-American essay; 19th-century; 20th-century; 21st-century essay.

SPN 317
THE HISPANIC SHORT STORY
Undergraduate
Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American.

SPN 318
THE HISPANIC THEATER
Undergraduate
Topics include: Peninsular drama, Latin American drama, Hispanic theater of the United States.

SPN 319
CONTEMPORARY POETRY
Undergraduate
Topics include: the poetry of Spain, the Generation of 1927, Latin American poetry, Latino poetry.

SPN 320
COMMERCIAL SPANISH II
Undergraduate
Advanced preparation for the use of Spanish in the business world.

SPN 321
U.S. LATINO/A WRITERS
Undergraduate
Topics include Chicano literature, Puerto Rican literature, the literature of exile.

SPN 322
HISPANIC WOMEN WRITERS
Undergraduate
Topics include: Latina, Latin American, and Peninsular writers.
SPN 323
REVOLUTION IN LATIN AMERICAN LITERATURE
Undergraduate
Topics include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, and a Survey of Revolutionary Movements.

SPN 324
THE BIRTH OF THE NOVEL IN SPAIN
Undergraduate
Prose fiction from the romances of chivalry to Cervantes.

SPN 325
TRANSLATION AND INTERPRETATION
Undergraduate
Perspectives on Hispanic business through readings and translations. Court interpretation/instantaneous translation.

SPN 326
SPANISH STYLISTICS
Undergraduate
An advanced writing class requiring the writing of numerous texts of differing length and purpose. Includes the examination of rhetorical strategies and the contextual registers of language in order to develop a more effective prose style.  SPN 106/SPN 116 or equivalent, and SPN 201-203 or SPN 205-207, recommended.

SPN 327
AREA STUDIES IN LATIN AMERICAN LITERATURE
Undergraduate
Topics include: Central America, the Andean region, and the Southern Cone.

SPN 328
MODERN LATIN AMERICAN THEATRE
Undergraduate
Study of representative drama from the "revolutionary" period in modern Latin American theatre, 1960s-1970s.

SPN 329
LATINO GAY AND LESBIAN LITERATURE
Undergraduate
Representative texts of Latino and Hispanic gay and lesbian authors.

SPN 330
LATIN AMERICAN AND SPANISH CINEMA
Undergraduate
Survey of film directors and their works in Spain and Latin America.

SPN 331
FILM AS A SUBVERSIVE ART
Undergraduate
Decoding literature through films based on literary works by Garcia-Marquez, Fuentes, Lispector.

SPN 332
NINETEENTH CENTURY SPANISH NOVEL
Undergraduate
This course is based on the reading, discussion and critique of major representative works in the novel of Spain of the 19th century.
SPN 333
GOLDEN AGE THEATER
Undergraduate
Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes.

SPN 335
U.S. LATINA WRITERS
Undergraduate
Survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society.

SPN 339
THE GENERATION OF 1927
Undergraduate
This course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca.

SPN 340
SPANISH CREATIVE WRITING WORKSHOP
Undergraduate
Development of creative writing and analysis skills in a variety of genres, including poetry, short fiction, and theatre. Focus may vary according to the instructor.

SPN 351
SPANISH IN THE U.S.
Undergraduate
An introduction to the varieties of Spanish spoken in the U.S. Includes code-switching, language maintenance and language policy.

SPN 352
SPANISH PHONOLOGY AND PHONETICS
Undergraduate
An in-depth study of the language's sound system and intensive pronunciation practice.

SPN 370
LATIN AMERICAN CIVILIZATION
Undergraduate
Social, intellectual and artistic background of Latin America.

SPN 371
CULTURAL DIVERSITY AND LEGACIES THROUGH FILM
Undergraduate
Topics from Spain and Latin America.

SPN 372
LITERATURE OF THE DOMINICAN REPUBLIC
Undergraduate
This course examines the literary and cultural production of the Dominican Republic and how it explores or proposes (trans)Caribbean identities.

SPN 374
LITERATURE OF THE CONQUEST
Undergraduate
This course explores the early encounters between Europe and the Americas. Analysis of letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources.
SPN 375
LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM
Undergraduate
General introduction to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century.

SPN 376
SOR JUANA INES DE LA CRUZ
Undergraduate
This advanced course in literature is dedicated to study Mexican writer Sor Juana Ines de la Cruz (1648-1695), the leading poet and intellectual figure of the Colonial Period.

SPN 377
PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE
Undergraduate
This interdisciplinary course will introduce students to the history, culture, politics, and general life of the peoples of Peru.

SPN 378
FOUNDATIONAL FICTIONS
Undergraduate
This course explores the relationship between national consolidation and romantic novels. It is based on the reading, discussion, and analysis of major representative “Foundational Fictions” in 19th-century Latin American Literature. SPN 220 highly recommended. SPN 106/SPN 116 or equivalent, and SPN 201-203 or SPN 205-207, recommended.

SPN 391
SOCIO LINGUISTICS OF HERITAGE LANGUAGE LITERACY
Undergraduate
This course explores the sociolinguistic issues related to gaining literacy in a heritage language, specifically, Spanish. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 392
TRANSNATIONALISM AND SOCIAL JUSTICE
Undergraduate
This course explores the overarching theme of violence across different Latin American social realities.

SPN 393
LATINO MEDIA AND DIGITAL CULTURE LITERACY
Undergraduate
This course explores Latino media literacy from a local, national, transnational and bilingual perspective. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 394
LATINO CULTURAL LITERACY AND COMMUNITY ENGAGEMENT
Undergraduate
This course explores local Chicago histories and institutions and their engagement in politics and advocacy for Latinos. This is a Junior Year Experiential Learning (JRYR) course, and as such requires 25 hours of service.

SPN 397
SPECIAL TOPICS IN SPANISH
Undergraduate
See schedule for current offerings.
SPN 398
STUDY ABROAD
Undergraduate
Variable credit.

SPN 399
INDEPENDENT STUDY
Undergraduate
Variable credit.

SPN 401
SPANISH LITERATURE I: MIDDLE AGES THROUGH THE GOLDEN AGE
Graduate
Middle Ages through the Golden Age. Cross-listed with SPN 301.

SPN 402
SPANISH LITERATURE II: THE ENLIGHTENMENT TO THE PRESENT
Graduate
The Enlightenment to the present. Cross-listed with SPN 302.

SPN 403
LATIN AMERICAN LITERATURE & CULTURE I
Graduate
From the discovery of America to Romanticism. Cross-listed with SPN 303.

SPN 404
LATIN AMERICAN LITERATURE AND CULTURE II
Graduate
From Modernism to the present. Cross-listed with SPN 304.

SPN 405
LATIN AMERICAN NOVEL
Graduate
Topics include: contemporary, testimonial novel. Cross-listed with SPN 305.

SPN 406
HISPANIC LITERATURE OF THE CARIBBEAN
Graduate
Topics include Cuban, Puerto Rican, Dominican, Afro-Caribbean. Graduate standing required.

SPN 407
PENINSULAR CIVILIZATION
Graduate
Social, intellectual and artistic background of Spain. Cross-listed with SPN 307.

SPN 408
MEDIEVAL SPANISH LITERATURE
Graduate
El Cid, La Celestina, El Conde Lucanor, Libro de Buen Amor. Cross-listed with SPN 308.
SPN 409
SPANISH BALLAD
Graduate
Origins, kinds, readings and interpretations. Cross-listed with SPN 309.

SPN 410
THE GOLDEN AGE
Graduate
Topics include: Lyric poetry, theater. Cross-listed with SPN 310.

SPN 411
CERVANTES
Graduate
This course focuses on Miguel de Cervantes's Don Quijote. It examines how this "first modern novel" responds critically to developments in Renaissance literature, religious and political thinking, and theories of fictional and non-fictional representation.

SPN 412
THE SPANISH NOVEL
Graduate
Topics include: the picaresque novel; 19th-century novel; 20th-century novel. Cross-listed with SPN 312.

SPN 413
THE GENERATION OF 1898
Graduate
Azorin, Baroja, Ganivet, Machado, Unamuno, Valle-Inclan. Cross-listed with SPN 313.

SPN 414
CONTEMPORARY HISPANIC LITERATURE
Graduate
Topics include: the literature of Spain; Spanish-American literature. Cross-listed with SPN 314.

SPN 415
MEXICAN LITERATURE
Graduate
Representative texts from different periods and genres. Cross-listed with SPN 315.

SPN 416
THE HISPANIC ESSAY
Graduate
Topics include: essay of Spain; Spanish-American essay; 19th-century; 20th-century; 21st-century essay. Cross-listed with SPN 316.

SPN 417
THE HISPANIC SHORT STORY
Graduate
Topics include: short story in Spain; Latin American short story: Mexican, South American, Central American. Cross-listed with SPN 317.

SPN 418
THE HISPANIC THEATER
Graduate
Topics include: Peninsular drama, Latin American drama, Hispanic theater of the United States. Cross-listed with SPN 318.
SPN 419
CONTEMPORARY POETRY
Graduate
Topics include: the poetry of Spain, the Generation of 1927, Latin American poetry, Latino poetry. Cross-listed with SPN 319.

SPN 420
COMMERCIAL SPANISH II
Graduate
Advanced preparation for the use of Spanish in the business world. Cross-listed with SPN 320.

SPN 421
U.S. LATINO/A WRITERS
Graduate
Topics include Chicano literature, Puerto Rican literature, the literature of exile. Cross-listed with SPN 321.

SPN 422
HISPANIC WOMEN WRITERS
Graduate
Topics include: Latina, Latin American, and Peninsular writers. Cross-listed with SPN 322.

SPN 423
REVOLUTION IN LATIN AMERICAN LITERATURE
Graduate
Topics include: The Mexican Revolution, the Cuban Revolution, Revolutions in Central America, and a Survey of Revolutionary Movements. Cross-listed with SPN 323.

SPN 424
THE BIRTH OF THE NOVEL IN SPAIN
Graduate
Prose fiction from the romances of chivalry to Cervantes. Cross-listed with SPN 324.

SPN 425
TRANSLATION AND INTERPRETATION
Graduate
Perspectives on Hispanic business through readings and translations. Court interpretation/instantaneous translation. Cross-listed with SPN 325.

SPN 426
SPANISH STYLISTICS
Graduate
An advanced writing class requiring the writing of numerous texts of differing length and purpose. Includes the examination of rhetorical strategies and the contextual registers of language in order to develop a more effective prose style. Cross-listed with SPN 326.

SPN 427
AREA STUDIES IN LATIN AMERICAN LITERATURE
Graduate
Topics include: Central America, the Andean region, and the Southern Cone. Cross-listed with SPN 327.

SPN 428
MODERN LATIN AMERICAN THEATRE
Graduate
SPN 429
LATINO GAY AND LESBIAN LITERATURE
Graduate
Representative texts of Latino and Hispanic gay and lesbian authors. Cross-listed with SPN 329.

SPN 430
LATIN AMERICAN AND SPANISH CINEMA
Graduate

SPN 431
FILM AS A SUBVERSIVE ART
Graduate
Decoding literature through films based on literary works by Garcia-Marquez, Fuentes, Lispector. Cross-listed with SPN 331.

SPN 432
NINETEENTH-CENTURY SPANISH NOVEL
Graduate
This course is based on the reading, discussion and critique of major representative works in the novel of Spain of the 19th century.

SPN 433
GOLDEN AGE THEATER
Graduate
Spanish theater of the seventeenth century, with a focus on the comedia, a new popular art form that appealed to audiences across social classes. Cross-listed with SPN 333.

SPN 435
U.S. LATINA WRITERS
Graduate
Survey of literature by modern Latina women writers from the United States, focusing on the social, cultural and political development of Latinas and their affirmation and reaffirmation of identity through their literature in today's society. Cross-listed with SPN 335.

SPN 439
THE GENERATION OF 1927
Graduate
This course examines the peninsular Spanish "Generation of 1927" in considerable depth with emphasis on the best known literary figure in the group, Federico Garcia Lorca. Cross-listed with SPN 339.

SPN 440
SPANISH CREATIVE WRITING WORKSHOP
Graduate
Development of creative writing and analysis skills in a variety of genres, including poetry, short fiction, and theatre. Focus may vary according to the instructor. Cross-listed with SPN 340.

SPN 451
SPANISH IN THE U.S.
Graduate
An introduction to the varieties of Spanish spoken in the U.S. Includes code-switching, language maintenance and language policy.

SPN 452
SPANISH PHONOLOGY AND PHONETICS
Graduate
An in-depth study of the language's sound system and intensive pronunciation practice.
SPN 470
LATIN AMERICAN CIVILIZATION
Graduate
Social, intellectual and artistic background of Latin America. Cross-listed with SPN 370.

SPN 471
CULTURAL DIVERSITY AND LEGACIES THROUGH FILM
Graduate
Topics from Spain and Latin America. Cross-listed with SPN 371.

SPN 472
LITERATURE OF THE DOMINICAN REPUBLIC
Graduate
This course examines the literary and cultural production of the Dominican Republic and how it explores or proposes (trans)Caribbean identities. Cross-listed with SPN 372.

SPN 474
LITERATURE OF THE CONQUEST
Graduate
This course explores the early encounters between Europe and the Americas. Analysis of letters, reports, histories, and political tracts from European, Amerindian, and Mestizo sources. Cross-listed with SPN 374.

SPN 475
LATIN AMERICAN LITERATURE FROM INDEPENDENCE TO MODERNISM
Graduate
General introduction to the most important literary movements in Hispanic American countries, beginning with the wars of independence from Spain until the last part of 19th century. Cross-listed with SPN 375.

SPN 476
SOR JUANA INES DE LA CRUZ
Graduate
This advanced course in literature is dedicated to study Mexican writer Sor Juana Ines de la Cruz (1648-1695), the leading poet and intellectual figure of the Colonial Period. Cross-listed with SPN 376.

SPN 477
PERUVIAN REALITIES IN A MULTICULTURAL SOCIETY: HISTORY, CULTURE, POLITICS, VIOLENCE & SOCIAL JUSTICE
Graduate
This interdisciplinary course will introduce students to the history, culture, literature, politics, and general life of the peoples of Peru.

SPN 478
FOUNDATIONAL FICTIONS
Graduate
This course explores the relationship between national consolidation and romantic novels. It is based on the reading, discussion, and analysis of major representative "Foundational Fictions" in 19th-century Latin American Literature. Cross-listed with SPN 378.

SPN 497
SPECIAL TOPICS IN SPANISH
Graduate
See schedule for current offerings.

SPN 498
STUDY ABROAD
Graduate
Variable credit. Permission required.
SPN 499
INDEPENDENT STUDY
Graduate
Variable credit. Permission of chair and instructor required.

STEM 230
INTRODUCTION TO EARTH AND SPACE SCIENCE
Undergraduate
This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. The format of the course is lecture, discussion, laboratory activities, and student group presentations. The course content is aligned with the Illinois Earth and Space Science Content Area Standards for educators and thus also meets the needs of secondary education majors wishing to pass the Illinois state exam for certification in earth and space science. LSP 120 or HON 180 is recommended. formerly SDV 230.

STEM 231
INTRODUCTION TO EARTH AND SPACE SCIENCE (WITHOUT LAB)
Undergraduate
This course provides an overview of the dynamic geological nature of Earth, its place in the solar system and universe, and the fundamental Earth-sky-human relationship. Students will develop an understanding of 1) the processes that shape Earth’s surface and interior over geologic time, 2) the formation, evolution, and physical properties of the sun and its planets, asteroids, and comets, 3) the physical basis for phenomena such as eclipses, phases, and seasons, 4) the formation, evolution, and properties of stars, galaxies, and the universe, 5) the historical progression of human understanding of Earth’s geologic history and its place in space and time, and 6) the associated technologies that have enabled this progression. Students will encounter several historical examples that illustrate the provisional nature of science and the interaction of experiment, observation, and theory. The format of the course is lectures, discussions, laboratory activities, and student group presentations. formerly SDV 231.

STEM 240
SCIENCE AT THE EDGE OF SPACE
Undergraduate
Earth’s atmosphere and near-space environment play an increasingly important role in our lives in areas such as global warming, ozone depletion, and telecommunications. The upper atmosphere is also a starting point for human exploration of space beyond Earth. In addition to learning about Earth’s upper atmosphere and beyond, students will build simple scientific experiments and launch them on a weather balloon to an altitude of 100,000 feet. (Lab Fee) formerly SDV 240.

STEM 310
SCIENTIFIC MODELING
Undergraduate
Introduction to mathematical models used in scientific work: discrete dynamical systems, continuous models, stochastic models, Markov chains, and compartment models. Course is example-driven, with models being implemented on the computer. MAT 151 recommended. formerly SDV 310.

STEM 360
SCIENTIFIC DATA ANALYSIS I
Undergraduate
Descriptive methods of data analysis, probability models, statistical inferential procedures including regression and analysis of variance, especially as it relates to scientific data arising from observations and experiments. Includes the use of one or more computer statistical analysis packages. MAT 150 recommended. formerly SDV 360.

STEM 361
SCIENTIFIC DATA ANALYSIS II
Undergraduate
Advanced statistical and data-mining methods with science-related case studies. Topics include multiple regression, logistic regression, decision trees, and naive Bayesian classification. STEM 360 recommended. formerly SDV 361.
STEM 390
SENIOR CAPSTONE I
Undergraduate
Students will examine a scientific issue with historical or public policy significance from multiple points of view, ethical, social, as well as scientific. The topic will necessarily be one in which the interpretation and visualization of data plays a significant role in framing debate. Students will work individually or in small groups to create projects featuring the interplay of quantitative and non-quantitative approaches. STEM 361 recommended. Formerly SDV 390.

STEM 391
SENIOR CAPSTONE II
Undergraduate
Students work on a quarter-length project whose end product is either a detailed mathematical analysis or a visualization of several large scientific data sets. The project will integrate a few of the science topics done in SDV 390 with data analysis and visualization. Collaborations with researchers and organizations such as educational institutions and museums are especially encouraged. Formerly SDV 391.

STEM 399
INDEPENDENT STUDY
Undergraduate
Variable credit. Formerly SDV 399.

STEM 405
ECOLOGY FOR TEACHERS
Graduate
This course provides a broad survey of ecological principles through laboratory and field investigations appropriate in an urban setting. The course focus is on the use of local environments to promote awareness of and appreciation for the complexity, diversity and structure of the natural world while developing skills in hypothesis testing, experimental design and data analysis. Formerly SDV 405.

STEM 409
MATHEMATICAL METHODS FOR MIDDLE SCHOOL SCIENCE TEACHERS
Graduate
This course develops the mathematical methods that support the teaching of science at the middle school level: proportional reasoning, rates, exponents and scientific notation, graphing, and elementary modeling. The course incorporates the use of technology such as calculators and spreadsheets for scientific analysis.

STEM 410
TOPICS FOR TEACHERS
Graduate
Selected topics in science and science education. Formerly SDV 410.

STEM 411
FOUNDATIONS OF PHYSICAL SCIENCE I
Graduate
This course explores the nature of scientific inquiry, using a historical case study of the development of classical physics in the work of Copernicus, Brahe, Kepler, Galileo, and Newton. It explores the roles of observation, classification, experiments, theory, and mathematical models in science as well as the character of scientific change. Formerly SDV 411.

STEM 412
FOUNDATIONS OF PHYSICAL SCIENCE II
Graduate
Fundamental concepts of physics examined quantitatively: velocity, acceleration, surface area, volume, density. Elementary modeling for data analysis, including spreadsheets and data acquisition software. Scaling of physical quantities. Formerly SDV 412.
STEM 413
LIGHT AND WAVES
Graduate
Fundamentals of wave motion with application to light, water, and sound. Teachers are introduced to a variety of physical science topics in the curriculum as well as an example of the extraordinary unifying power of physics concepts such as waves. Formerly SDV 413.

STEM 420
CHEMISTRY FOR TEACHERS
Graduate
The structure and composition of matter. Physical and chemical change, examined from conceptual viewpoints which include atomic theory, stoichiometry, periodicity, bonding, equilibrium, thermodynamics and kinetics. Formerly SDV 420.

STEM 421
CELL BIOLOGY FOR TEACHERS
Graduate
This course focuses on the chemical and cellular nature of living organisms, cell structure and function, and heredity. Enzymes, the movement of materials across membranes, photosynthesis, respiration, cell division, and basic genetics. Formerly SDV 421.

STEM 422
EVOLUTION AND DIVERSITY FOR TEACHERS
Graduate
This course explores the subjects of biological evolution and species diversity. Topics covered include the history of our understandings of the origin and nature of species, mechanisms that produce evolutionary change, geographic variation and speciation, current theories and evidence of life's origin and the history of life on earth. Controversies in biological evolution, both scientific and cultural will be discussed. Formerly SDV 422.

STEM 423
PLANT AND ANIMAL BIOLOGY FOR TEACHERS
Graduate
This course focuses on the structure and function of living organisms. Students will investigate how different organisms solve common problems of food acquisition, digestion and the distribution of nutrients, waste removal, gas exchange, maintenance of homeostasis and reproduction. While this course examines the diversity of living forms, there is a special emphasis on the structure and function of the human body. Formerly SDV 423.

STEM 425
TOPICS IN LIFE SCIENCES FOR TEACHERS
Graduate
Diverse topics in Life Sciences appropriate for middle school and high school students. Offered occasionally. Formerly SDV 425.

STEM 430
ASTROBIOLOGY FOR TEACHERS
Graduate
Astrobiology focuses on basic questions such as: How does life of any kind begin and develop? Does life exist elsewhere in the universe? What are the environmental limits for life? What is the future of life on the earth and beyond? The course reviews the origin and evolution of life on Earth and goes on to examine the prospects of habitats capable of supporting life in our solar system, and the potential for planets and life to exist orbiting other stars. Students will work with NASA remote sensing data of the earth, the other planets, and their moons. Formerly SDV 430.

STEM 431
ASTRONOMY FOR TEACHERS
Graduate
This course emphasizes astronomy particularly relevant to the middle school science curriculum. The structure of the solar system, motion of the sun, phases of the moon, familiarity with the night sky, stellar structure and evolution, galaxies, and introduction to cosmology. Students will be familiarized with student reading materials particularly appropriate for the combined teaching of science and reading. Students will make observations and use sky simulation software. Formerly SDV 431.
STEM 432
GEOLOGY AND PLANETARY SCIENCE FOR TEACHERS
Graduate
Planetary formation and evolution. Plate tectonics and the rock cycle, including volcanism, planetary interiors, weathering, sedimentation, and metamorphism. Formerly SDV 432.

STEM 440
HEAT AND ENERGY FOR TEACHERS
Graduate
Concept of energy, its nature, forms, and transfer with applications to physical science and earth science. Definition of energy in terms of work, potential and kinetic energy, conservation of energy, thermal energy, solar energy, energy in earth systems. Formerly SDV 440.

STEM 441
WEATHER AND CLIMATE FOR TEACHERS
Graduate
Basic physical and chemical processes that shape weather and climate. Solar radiation and the seasons, composition and structure of the atmosphere, atmospheric processes, human effects, historical and contemporary climate change. This course emphasizes quantitative methods. Formerly SDV 441.

STEM 442
ENVIRONMENTAL SCIENCE FOR TEACHERS
Graduate
A general introduction to the scientific background of some of the most important environmental problems facing urban areas, the nation and the world. Population dynamics, water and energy resources, ecosystem degradation, extinction and the loss of biodiversity, and climate change. The course will include a field observation and experiment.

STEM 490
SCIENCE TEACHING CAPSTONE
Graduate
Teachers will further examine current research on how students at the middle school level learn science concepts and conduct an action research project involving science teaching. STEM 405, STEM 412, STEM 413 and six content courses recommended. Formerly SDV 490.

STEM 698
TOPICS FOR MATHEMATICS AND SCIENCE TEACHERS
Graduate
Diverse topics in teaching and learning of mathematics and science. These courses are designed for current and future teachers.

STEM 699
INDEPENDENT STUDY
Graduate
Variable credit. Formerly SDV 699.

SW 105
INTRODUCTION TO COMPUTER INFORMATION TECHNOLOGY
Undergraduate
In this course, students will learn about personal computing by exploring Windows Vista operating systems, including an introduction to common personal computer productivity applications software using MS Office 2007. Students will learn the basic, intermediate, and advanced level of MS Word, Excel, Power Point, and Access. They will also explore home networks and wireless systems, developing basic technical skills in designing, managing, and securing home networks. Truman Bridge Course. Competences: S3X, S1X, S5, FX. Faculty: Zaya Khananu. May be taken for a maximum of 3 competences.
SW 106
MIND, BRAIN, CONSCIOUSNESS: THE MIND AND BIOTECH REVOLUTION
Undergraduate
What is so special about the mind? Why is brain-death the death of the human? What is consciousness and how do we define it? Does artificial intelligence actually exist or is this a construct of the technologists? In this class, we will examine questions about the mind-body division, right brain-left brain distinctions, the differences between robots and humans, and how the brain processes information and sensory data. We will use both biotechnology research and artistic experience to explore these questions. Wright Bridge Course. Can be taken for up to 3 competences. Competences: S3A, S3F, A5, A2D, A2A. Faculty: Daniel Galemb and Polly Hoover

SW 121
INTERNET APPLICATIONS FOR SMALL BUSINESSES
Undergraduate
This course examines the design and development of web applications for small business. The course focuses on Internet technology to support consumer-oriented e-commerce, enterprise e-business solutions, and emerging business-to-business trading models. The topics will cover e-business models, internet marketing, online transactions ethical and social issues and internet security. Students will study different models for e-commerce applications and build a web application for small business using HTML, VB Script and Active Server Page. Competences: A3C, S1D, S3F, FX Faculty: Staff

SW 126
S5 / EXPERIENTIAL LEARNING EVALUATION: INFORMATION TECHNOLOGY
Undergraduate
S5 Information Technology. Can use contemporary information technology effectively.

SW 175
CAREGIVING AND WELLNESS
Undergraduate
Who takes care of the family caregiver? All of us at one time or another inevitably face the challenge of either being a caregiver for a child, sibling, partner or parent, supporting another family member in this role, or caring for ourselves. This human experience can be overwhelming and affects the caregiver’s mental, emotional, spiritual and physical well-being. It is well-documented that this role can result in an emotional toll. Although caregiving can be very rewarding, it can also be a difficult experience plagued with stress, fear, anxiety, depression and isolation. These factors add strain to all members of the family and can either threaten our health or compound an existing health condition. Students review the implications of being a caregiver, develop a plan, learn to recognize health-threatening symptoms, identify support systems and prepare to be proactive in finding solutions to remain healthy while they face any life challenge. This course also teaches students how to overcome obstacles and practice relaxation techniques. The final paper may consist of writing a personal health plan to maintain optimal health or a plan for how to remain a healthy family caregiver. Competences: S3B, H3F, FX. Faculty: Maria Ugarte-Ramos

SW 193
THE SCIENCE OF SEXUAL ORIENTATION
Undergraduate
This course will engage you in scientific inquiry on the nature of sexual orientation. You will be challenged to master the scientific content of leading programs of research on twins, brain and other anatomical structures, hormones, genetic linkages, birth-order, and animal behavior through assigned readings, lectures, and multimedia resources. Moreover, you will also engage in the scientific process through a collaborative research project concerning an aspect of sexual orientation that leads you through the steps of stating a question, designing a study, collecting and analyzing data, and interpreting the results. You will also develop skills in identifying the limits to particular forms of scientific inquiry by recognizing the constraints of methods, sources of bias, reliability of results, and certainty of conclusions. This course will encourage you to place the modern research within ethical and social contexts in which to make judgments about the potential relevance and impacts of scientific knowledge about sexual orientation. Competence:A3X, S2X, S3X. Faculty: Maria Ugarte-Ramos

SW 195
ELEMENTS OF ALGEBRA
Undergraduate
This course provides an introduction to use of algebra. Students will begin by exploring arithmetic and plane geometry skills including fractions, decimals, percentages, and metrics. When ready for algebra, the class will learn to manipulate equations. The emphasis will be placed on building confidence in solving everyday problems through algebra. Although the course will move to complex and simultaneous equations, the focus will remain on algebra basics and their applications. The first half of these courses meet at Truman College and the second half at DePaul's Loop Campus, and lasts up to 15 weeks. You may register for up to 2 competencies (L6 and one other comp). Competencies: L6, S2X, FX.
SW 201  WEB PAGE DESIGN  
Undergraduate  
With so many people jumping on the Web publishing bandwagon, you can easily feel like you’ve been let in the dust. Today, people are cranking out publications with worldwide distribution and impact as a result of Web publication software. This course is designed for Web page content creators and aims to give you the skills needed to build basic pages on the internet using Microsoft’s FrontPage 2000. FrontPage allows Web publishing without knowledge of HTML (the language used to create Web pages). FrontPage allows you to write and design your web site on your own computer and publish the final product to a distant server. Once your site is on the server, you can republish changes or you can open the site directly on the server for minor changes and updates. Competences: FX, S3X, S1D. Faculty: Michael Lightfoot

SW 202  WEB PAGE DEVELOPMENT AND DESIGN  
Undergraduate  
This course describes the tools and techniques needed to design a web site for personal and professional use. We will cover the fundamentals of web site design practices, HTML, forms, image creation and editing, and Javascript through lecture, discussion, lab and homework. Students will complete a series of exercises that lead toward building a functional web site using these tools and techniques. Successful completion of Exploring the Internet is required to register. Web access is also required. Competencies: F-X, S-1-D, S-1-X, A-2-C. Faculty: David Lash

SW 203  STATISTICS FOR USE  
Undergraduate  
This course is designed for students who for career-related activity or further academic (graduate) studies, need those quantitative and numerical skills beyond Practical Math. covered. *Some facility with algebra as evidenced by Practical Math and Applied Algebra or its equivalent is required. Topics will include the center and risk associated with financial data, identifying the trend and making predictions for economic and scientific data, measuring the likelihood of an occurrence in a game of chance, or even estimating a political candidates chances based on polls. Examples will be used to introduce and reinforce theory. The student will build confidence and learn to solve practical problems by using statistics. Competencies: F-X, H-1-X, S-2-X. Faculty: Staff.

SW 204  URBAN GROWTH AROUND THE GLOBE  
Undergraduate  
The earth sustains various kids of organisms, including those created for and by humans. Cities, their growth and decline, provide us with a rich source of information about history, society, population, and ecology. In short, the study of cities tells us who we are, where we have been, and where we are likely to go next. As we in the United States work to develop a global perspective, we need to include the assessment of city evolution across the world. Given our dependence upon global sources of energy and our position as world political leader, we need to be consciously aware of how cities across the world influence and are influenced by US economy and values. This course will analyze the interrelationships among population, the environment, and economics. Past, current, and potential future policies relative to these issues will be evaluated. Competences: H5, FX, S2X, S3X. Faculty: Mark Enenbach

SW 205  PRACTICAL ALGEBRA  
Undergraduate  
This course covers algebraic concepts and computational skills ranging from basic variable representation to solving equations and deriving/using advanced mathematical formulas to solve financial problems. The basic skills needed for comprehension will be reviewed as each new concept is introduced. Calculators will be used throughout the course. A scientific calculator with the "log" function is the most useful. Competences: S2X, FX. Faculty: John Hemmerling

SW 206  NUTRITION AND BIOLOGICAL DEVELOPMENT  
Undergraduate  
Today’s consumers want and need to be educated about taking charge of their own health. With the current fact-pace world that has spilled over into our eating habits, food choices have become unlimited. Choosing a healthful approach to diet requires basic information about our body's nutritional needs. The greater our understanding of our basic bodily needs, the better able we are to make choices concerning our health. This course will offer an overview of the basic science of nutrition, with an emphasis on the relationship between disease and nutrition, and current research findings. Competencies: S2A, S2C, S2D, S3B, S4. Faculty: Patricia Stifter
SW 207
PUBLIC HEALTH ISSUES IN AFRICA
Undergraduate
Public health issues have an impact on any ministry that a student might serve in. This course will build students’ capacities to understand the scientific information that explains public health issues such as HIV/AIDS, malaria and other infectious diseases. They will learn about health care practices and strategies that can be used to address public health issues, especially in the ministries that they will work in. They will examine cultural and gender dimensions of public health issues. Through this course, therefore, students will develop and demonstrate their competence to describe, categorize, and analyze the interactions and exchanges between living organisms and their physical environments and to assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health. Competences: S2D, S3B.

SW 208
ISSUES IN SCIENCE AND RELIGION
Undergraduate
This course develops students’ understandings of the scientific and religious constructions of self in the modern world (natural and social). The institutions and bodies of knowledge comprising science, religion, and their overlap are critically analyzed. Key historic debates are examined, for example: the Vatican’s trial of Galileo for his teachings of a heliocentric universe; the controversial reception of Darwin’s theory of evolution; and the 2001 U.S. policy on embryonic stem cell research. Through such analyses, the course develops students’ skills in making ethically-informed decisions and thus recognizing their roles in the public debates involving the intersection of science and religion. Competencies: S3D, H1F, A3X, S2X. Faculty: Rev. Joseph McCann CM PhD

SW 209
BIODIVERSITY
Undergraduate
The study of biological diversity, which is the measurement of the amount of genetic, species and ecological variation on earth, is emerging as one of science’s and society’s most important and urgent endeavors. Scientific efforts to study biodiversity have intensified because of our growing appreciation of the pivotal roles human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. In this course, we will examine the central questions: How is the security of humanity dependent on the perpetuation of biological diversity? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Since life on earth has been evolving and diversifying for at least 3.8 billion years and most of the diversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on the character and causes of earth’s past biodiversity crises in order to critically assess the severity of the current “biodiversity crisis.” Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, field trips, and original inquiry. Subjects will include: the ways different cultures view the biosphere, biodiversity measurements and monitoring, biodiversity trends in earth’s geologic past, the value of and human dependence on biodiversity, global and regional biodiversity currently at risk, policies to protect biodiversity (“the regulation of extinction”), the role of science and technology in preserving biodiversity, restoration ecology and ecological economics. Students will develop a detailed research paper, adhering to a scientific reasoning format, on a biodiversity issue of their choice. Competences: S1B, S2D, S3C, S4. Faculty: Kevin Downing

SW 210
ENVIRONMENTAL ISSUES OF THE 21ST CENTURY
Undergraduate
Have you ever wanted to enhance your environmental awareness locally, nationally, and internationally? Do you ponder your impact on the earth’s natural resources? Students will explore environmental quality, sustainability, natural resources, water, soil, and air quality, global warming, and human interactions with the environment. A series of discussions, activities, guest speakers, debates, oral presentations, and computer modeling exercises will offer concept comprehension as well as insight in improving environmental quality. At the end of the course students will reflect on ways to improve environmental quality individually and as a community. Competences: S1A, S3C, S4, FX. Faculty: Akilah Martin

SW 211
USING INFORMATION TECHNOLOGY EFFECTIVELY
Undergraduate
Dealing with change has become essential for all of us, in our private lives and in our organizations and businesses. For some people, change is a stimulating adventure. For others, it is painful anxiety-provoking. Yet the reality of today’s business world is that no one can avoid change. The implementation of information technology in the workplace result in complex changes and poses difficult challenges for supervisors and employees. In this course, we will examine issues regarding the individual and social aspects of implementing information technology in work and community. We will explore questions of access to and control of information technology, and concerns for individual privacy. The students will be exposed to a variety of conceptual frameworks and perspective that they may use for interpreting problems and managing change related to integrating computer technology into social systems of work. We will explore each framework or perspective by applying it to case studies. We will reflect on the effectiveness and shortcomings of each interpretive perspective. Pre-1999 Competencies: HC-5, PW-Q, WW. BA-1999 Competencies: F-X, H-2-C. Faculty: Michael Lightfoot
SW 212
URBAN ENVIRONMENTAL SCIENCE
Undergraduate
The study of environmental science uncovers the relationship between the built environment and the natural processes of the earth. This includes human interactions and the impact on habitats, plants, animals and those non-living entities that we rely on such as water, air and soil. An examination of the dynamics of human population growth and migration, food production and climate issues, chemical toxicology and health, waste and sustainability, energy production and consumption will illustrate how these issues are connected by increasing global urbanization. This course will provide the framework to guide your decisions as a consumer and a citizen in both a global and local environment. Role-playing and discussions on everything from the choices of fabrics for clothes, transportation, animal rights to the amount of water used while brushing your teeth will show the connections of your behavior to global consequences. Through reading, research, writing, class discussion, individual and group projects, students will learn the key to a sustainable future. Competences: S-4, S-1-A, S-2-D. Faculty: Nadine Bopp

SW 213
MEASURING GLOBAL CLIMATE CHANGE
Undergraduate
In this course we will view global climate change from several angles and through various lenses. What happened to climate during the last 800 million years? What happened since the beginning of the industrial revolution? We'll evaluate predictions and prescriptions for the future. We'll consider politics, economics, and human beliefs and behaviors as they relate to the current global warming trend. Topics for study can range from one person's daily decisions about tooth-brushing or commuting, up to larger issues such as "Why did nearly 200 countries, but not the U.S., ratify the Kyoto Protocol?" or "What happens to Europe, and the rest of us, if the Atlantic Ocean Gulf Stream stalls out?" Doing a major paper or project for each chosen competence will allow you to focus on whatever aspects of global climate change you find most compelling. The overall goal is to become more informed, and to act more responsibly, about Earth, its living organisms and climates, and our influences on them. Competences: H2E, S2E, S4, S3C

SW 214
OUTCOME ORIENTED COMMUNICATION
Undergraduate
Businesses are run by people who work in a constantly changing communication and organizational environment. Modern communication involves many types of communication media such as written reports, telephone, email, websites, text messaging, online conferencing and face-to-face meetings. All of these communication media are not equal when addressing business problems and using the wrong communication media for specific types of problems can actually create problems that were not there in the first place. The Outcome Oriented Communication method covered in this class presents communication as a proactive tool for avoiding problems instead of as a remediation tool for correcting problems that might have been avoided with proper communication. It was developed by the instructor in conjunction with his consulting, academic and professional work. Students will be encouraged to use their "life as a laboratory" during the duration of this course as a way of testing the concepts against their own reality, finishing the course with a much better understanding of how to adapt their personal communication style to different personal and business problem solving situations. Competences: H-3-X, S-3-X, FX

SW 215
STRESS MANAGEMENT FOR HEALTH AND WELLNESS
Undergraduate
This course will explore the effect of stress upon the physiology of the body and offer a variety of alternative methods to alleviate these symptoms. Students will gain an understanding of the body's stress response mechanisms and how this response when not checked can lead to consequences that diminish the quality of life. Students will learn techniques for activating the body's relaxation response mechanisms. We will explore the theoretical and practical application of relaxation techniques such as controlled breathing, meditation, self-massage, biofeedback, Yoga, Tai Chi and other alternative health practices. The importance of nutrition as a means of combating stress will also be covered. Through experiencing the physiological response of the body to stress reduction techniques, students will gain the ability to assess and manage their own stress. Other skills students will be able to acquire include: recognizing stress symptoms in self and others, how to choose a stress reduction method, understanding the relationship between stress and wellness, and devising stress reduction regimes for others. Journaling, a short paper, selected readings and demonstration of advanced Yoga and Tai Chi techniques by a guest speaker will enhance the learning experience. Competencies: H-3-F, S-2-A, S-3-X. Faculty: Yirser Ra Hotep
SW 216
THE SCIENCE AND COMMERCE OF COFFEE AND TEA
Undergraduate
The class will use a variety of readings, discussions, and activities to explore the science and economics of popular hot beverages. This class will focus on the science behind growing and brewing coffees and teas (and tisanes) and these beverages' effects on the human body. Coffees, in particular, teas, and tisane elements less so, are grown in highly specific ecosystems. The class will learn about and compare these ecosystems, earth friendlier alternative ecosystems for these commodities, and common forest ecosystems that are found in Northern Illinois. The class will also look at the historic and current state of coffee and tea commerce. The class will include field trips that could include: local orchards, area coffee houses, area organic food stores, teahouses, etc. Some of these trips will be during regularly scheduled class time and others may be assigned as independent student work outside of class. WARNING: Basic taste testing during the class will focus on coffee and tea without additions. While students will have many opportunities to review popular, flavored coffee and tea drinks, in-class taste tests will focus on unadulterated coffee and tea comparisons. Students must be willing to sample expressos and coffees black. Competences: S4, S2X, S1B, FX. Faculty: Jill Joachim

SW 217
WANTED: THE BEST AND THE BRIGHTEST
Undergraduate
In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles of assessing human traits (reliability, validity, bias, and other systematic errors) and apply them to intelligence testing. We will work to define “intelligence” and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing. Competences: H3A, S3D, A3C, FX. Faculty: Staff

SW 218
WHAT IT MEANS TO BE HUMAN
Undergraduate
Self-awareness distinguishes humans from other species of animals and allows us to raise questions about ourselves. This course will examine the works of Freud, Jung, Adler, Skinner, Maslow, and others. Emphasis will be placed on the evolution of questions as well as answers in personality theories. Through readings, lectures, videos, discussions, and written assignments, students will examine the application of the scientific process to themselves and others. Pre-'99 Competencies: PW-2, PW-4, PW-5, HC-4. BA'99 Competencies: S-1-A, S-2-A, S-2-C, H-3-A. Faculty: Anthony Kopera

SW 219
THE AGING (OR REENGAGING) BRAIN?
Undergraduate
In this course, we will examine the latest research on the aging process and, specifically, its relationship to the brain. We will cover a mix of material from psychological and, especially, neuroscientific fields. Students will also be introduced to the field of neuroplasticity, which is revolutionizing the way we understand the functioning power of the brain. Neuroplasticity, in simple terms, is the brain's ability to rearrange its connections and, therefore, its functions based on experiences. In other words, the brain has the capacity to literally change itself, based on experiences, to achieve positive results. The goals of this course are to understand how the brain works, examine its impact on our daily actions, study how aging impacts brain functioning, discover the learning and adjustment potential of the brain, and apply the principles of the 3 P's. We will use numerous examples to understand the brain, including health, work, relational, and personal settings. Students will ultimately answer the question of whether they will have an aging or reengaging brain. Competences: H3X, S2X, S2C, FX. Faculty: Joseph Chen

SW 220
COSMIC HISTORY: FROM BIG BANG TO MANY UNIVERSES
Undergraduate
This course invites students to enter into some of the universe's most mysterious spaces, especially black holes, red shifts, and tenth dimensions. Scientific studies of the cosmos have reached a remarkable level of consensus, but mysteries continue to boggle astrophysicists' minds. Einstein's Theory of General Relativity, Hubble's "Big Bang," and subsequent theories regarding dark energy, dark matter, black holes, and other features of cosmic history are now supported by a growing body of evidence from studies of background radiation, "red shifts," and other astrophysical data. But puzzles remain that compel the boldest of thinkers to reconsider the physics of both the cosmic and the subatomic. This course invites students to engage in critical analyses of twentieth-century developments in the science of cosmic history, its creative process, and its movement toward connecting diverse aspects of the universe within a Grand Unified Theory. Competences: A5, H1F, S2B, S4
SW 221
BUILDING AN ONLINE CATALOG OF CHICAGO ACTIVISM
Undergraduate
This class will chart, categorize, and record all the civic activism and social change organizations working in Chicago and post mini-profiles to a Wikipedia space that the general public will be able to search by type of issue and neighborhood. This publishing project will grow with each class's contributions and will allow viewers to post comments and add links and other resources. Students will be provided with information about the types of community change organizations working in Chicago and will then have a choice of assignments such as the following: research groups within a specific setting (e.g. recycling); research groups working in a specific community (e.g. Lawndale); research a hero/heroine of social change (e.g. Gail Cincotta); or research a specific incident in Chicago's social change history (e.g. The Haymarket Riot). Students will also work on the user interface and conduct user experience tests to see how casual viewers use the site. Viewers on the site will be able to browse the organizations by type of issue and neighborhood. This reference will be a significant resource for citizens who want to make a difference in Chicago. Competencies: L7, A2D, S1D, S3X

SW 222
WEB SITE DESIGN
Undergraduate
Designing a web site, for personal or professional use, requires a number of skills. This course serves as an introduction to the tools and methods for creating effective web sites. Students will learn the fundamentals of HTML, forms, image creation and editing, and JavaScript through exercises which will lead to the creation of a functional web site by the end of the course. In addition to these practical skills, the course will also discuss the effective design practices for a successful web site. * Prerequisite: Successful completion of *Exploring the Internet* course, familiarity with Windows, ability to use a word processor, some experience using the Internet. Competencies: F-X, S-1-D, A-5, A-2-C.

SW 223
PRINCIPLES OF A SUSTAINABLE LIFESTYLE
Undergraduate
Our consumer choices, habits and lifestyle have a local and global impact. The items we consume, such as: housing, furnishings, clothing, transportation, travel, food, recreation, entertainment and disposables mainly come from non-renewable natural resources produced in far away lands and have a cradle-to-grave lifecycle. Awareness and education as to the safety and efficacy of consumer products is often suspect with contradicting information from the media, manufacturers, government and advocacy groups. Employing a sustainable paradigm for all of your consumer choices will allow you to have a smaller footprint, (ecological and carbon) on the planet and live a healthier, guilt free existence. We will explore the meaning of the `triple bottom line' or cradle to cradle approach to consumption. Consumer models, field trips and personal experiments will help pave the way to become a conscientious global citizen. Competences: S1E, S2D, S3B, H1H. Faculty: Nadine Bopp

SW 224
ENVIRONMENTAL SOCIOLOGY
Undergraduate
This course opens the discussion of the relationships and conflicts of society's perception of the built and natural landscape. It crosses the intersection of technology and industry and their resulting social problems. The study of society includes the phenomena of equity and inequality that beset humans and the living and non-living components that we experience daily. The act of consumption and the economy of technology, over time, impact human populations, mold our social experiences, and inform the actions that determine the physical environment in which we live. Ideologies, cultural, moral and ethical values present risk and knowledge that hone the attitudes and actions within our human communities. Humans, often being pragmatic, ultimately learn to mediate conflicts (environmental, social, cultural, economic and political) in order to perpetuate the institutions and social dynamics of our civilization. Competences: S3E, S1B, S3C, H1E.

SW 225
INFORMATION TECHNOLOGY
Undergraduate
The world in which students will live and minister will be shaped more and more by information technology. In this course, students will learn how to effectively use computers and computer programs. They will develop computing skills that they can use in their academic studies, in their community lives, and in their ministries. They will learn how to use computers to communicate more effectively, to do research, to find information on the Internet, to organize and analyze data, to manage financial information, and to present information to others. Through this course, therefore, students will develop and demonstrate their competence to use contemporary information technology effectively and to understand general computing principles and solve problems using computer-based applications. (2 competencies) S5, S1D.
SW 226  
CAREERS IN SCIENCE  
Undergraduate  
“Careers in Science” is a course designed to enlighten and broaden your knowledge about the many science careers (i.e. environmental science, biology, chemistry, food science, nutrition, geology, math etc). You will determine the appropriate career path that is best suited to your interests, knowledge, skills and abilities. This class will also offer graduate school and/or professional training preparation.  
Competences: S1X, FX. Faculty: Akilah Martin

SW 227  
HUMAN GROWTH AND AGING  
Undergraduate  
As we progress through life and its stages, we realize and experience the fact the human body is biologically changing, growing and aging. This course provides a study of the basic structure and functions of the human body, its anatomy and physiology. With this foundation, age-related characteristics and some dysfunctions associated with the aging process are studied. Students will apply learned theoretical principles by using their own bodies and examination of preserved materials in the laboratory experiments to explore and assess anatomy and body functions as they apply to age related changes. Competencies: S-4, S-2-A, S-2-C, S-3-A. Faculty: Anne B. Donnersberger

SW 228  
ENVIRONMENTAL SCIENCE  
Undergraduate  
Africa has some of the most valuable environmental resources in the world. But it is also experiencing some of the greatest environmental tragedies. Everyone is affected by the degradation of the land, the destruction of forests, the loss of biodiversity and the pollution of air, water and food. The poor and marginalized are the most vulnerable to these problems. Justice and peace are impossible without healthy, sustainable environmental policies and practices. Everyone ministering in the contemporary Church and society must understand and address these environmental challenges. This course will help students learn how to interpret contemporary scientific information about the environmental issues that impact every aspect of life in Africa. They will examine gender and cultural issues that relate to environmental problems. They will also critique potential solutions to environmental problems. Through this course, therefore, students will develop and demonstrate their competence to describe and explain connections among diverse aspects of nature and to understand the scientific and social dimensions of an environmental issue. Competences: S4, S3C

SW 229  
BUSINESS AND WAR FROM A COGNITIVE SCIENCE PERSPECTIVE  
Undergraduate  
This course will use principles from Cognitive Science to investigate the causes and effects of American military and economic policies. With reference to pertinent aspects of psychological, neurological, and philosophical motivations for human decisions on strategies related to war and trade, and in view of historical patterns of societal behavior in these areas, a systematic effort will be made to ascertain America's self-image and the forces driving our cooperative and adversarial relationships with other nations. Students in this course will be required to participate through selected readings, brief reports on those readings, and class discussions. Each student will choose a specific topic of interest for individualized study, which will entail research and writing for an academic paper, a class presentation, and an effort to publish the work on one of a number of selected websites. A strong emphasis will be placed on the use of currently popular and freely available video and audio software to present findings. Students will learn how to use presentation software, edit video and audio files, convert presentation files to other formats, and upload results to the Internet. Competences: H1J, H5, S1A, S5. Faculty: Paul Buccheit

SW 230  
UNDERSTANDING AND APPLYING PROJECT MANAGEMENT  
Undergraduate  
Project Management is a very important business discipline that can become very complicated. There are numerous Project Management methodologies, and all of them share the same basic steps and tools. The purpose of this course is to demystify Project Management by presenting its basic framework and tools. The course translates Project Management theory into a practical and effective methodology the student will be able to apply on the job. Starting with working definitions of Project and Project Management, the course describes how projects are initiated, evaluated and organized with analytic techniques such as discounted cash flow and PERT/CPM. Project execution and control are covered next, along with the documentation and communications skills that are needed to keep a project on track. The course concludes with an overview of Project Management applied to computer software development. Competences: L7, H2X, S3X, S5, FX. Faculty: Clifford Ratza
**SW 231**
**URBAN DIRT**
*Undergraduate*

Urban Dirt is a course designed for the student who desires to know the difference, complexity, and the diversity between soil and dirt. The benefit of learning about soils is multi-fold: understanding the Earth, understanding how and where your food grows, gardening, impact on water quality, and most of all understanding your role in improving overall environmental quality and sustainability. In addition, this class will offer introductory knowledge of soils and its dynamism. Although learning soils can be very scientific, there are several social and artistic views of soils. If you ever wanted to know why soils are various colors, various fertility, uses, mapping, home to various organisms, then this is the course to take. Understanding the complexities of soil, will aid in understanding Earth's and its intricacy. Competencies: H2X, S1X, S2X, S4. Faculty: Akilah Martin

**SW 232**
**DIMENSIONS OF AGING: CHANGING IDENTITIES**
*Undergraduate*

Living longer provides us many opportunities and challenges. Our parents, our relatives, our friends and ourselves are all involved in aging. This is a journey that we all take without much planning or preparation. We will explore many facets and perspectives on aging to deepen our understanding and empathy and enable our own plan. Students will examine the aging process from many perspectives, including social, psychological, economic, physical, and health. We will identify and analyze our attitudes toward aging. Through reading, lectures, guest speakers, interviews and personal planning we will: - analyze and evaluate broad societal and specific cultural attitudes toward aging. - evaluate strategies for successful aging and design a personal plan. - develop interviewing and discussion skills around complex and changing identities related to aging. Competencies: A3G, H1B, H2X, S2X, S3B. Faculty: Patrick Ryan

**SW 233**
**DESIGNING DYNAMIC ORGANIZATIONS - A HOLISTIC VIEW**
*Undergraduate*

In the twenty-first century the business landscape is changing more rapidly than ever before, organizations of every level are facing a myriad of restructuring issues. To meet the emerging needs, organization design is becoming more, not less, important. There is a need for dynamic, reconfigurable organizations that recognize and respond to rapid changes. A well-thought-out organization design empowers and enables employees to work in the highly interdependent, team-oriented environments that typify today's business landscape. Further, the clearer the rationale for the design, the more quickly design decisions can be reassessed and modified to respond to external forces. This course provides business leaders at all levels everything they need to implement positive, progressive change. Competencies: A2C, H2C, L7, S3F, FX. Faculty: Kumiko Watanuki

**SW 234**
**VIRTUAL PALEONTOLOGY**
*Undergraduate*

Paleontology is the study of fossils which are the remains and traces of past living things. The investigation of fossils is essential to our understanding of how life originated and evolved on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history, including: the earliest forms of life, the pivotal development of multi-celled plants and animals, the rise and demise of the dinosaurs, the adaptive diversification of mammals, and the origin of our own species. This course will examine how fossils can be used to decipher ancient patterns of development and change within earth's physical and biological systems, how biodiversity patterns for fossil groups compare to living groups, and how the anatomy of plant, invertebrate, and vertebrate fossil groups evolved in both form and function. Other topics will include: fossil preservation, determining the age of fossils, reconstructing ancient environments and ecosystems, lifestyles of fossils, dinosaurs, mass extinctions and the evolution-creation controversy. This course is offered via the Internet and makes use of the exciting and growing graphical resources available there on paleontology topics. Students will be introduced to major paleontology principles and issues through readings, links to multimedia resources on the Web, structured chat-room discussions, virtual labs and simulations, fossil specimen kits, a fieldtrip to a natural history museum or fossil site, and original inquiry into a current topic in paleontology. Assessment of student learning will be based on participation in course activities, lab and simulation reports, an essay exam on course readings, and development of a detailed research paper on a current issue in paleontology. The research paper will follow a scientific journal format and will employ scientific reasoning. Pre-'99 Competencies: PW-2, PW-4, PW-5, PW-G, PW-I, PW-O. BA'99 Competencies: S-4; S-1-A; S-1-B; S-2-A; S-2-C; S-3-E. Faculty: Kevin Downing

**SW 235**
**YOGA AND WELL-BEING**
*Undergraduate*

The ancient practice of yoga offers a combination of benefits: physical endeavor, relaxation, contemplation and stress reduction. This course will explore the many dimensions of yoga. Class meetings provide time for the practice of yoga movement, focused breathing and meditation, all of which help to reduce stress. Students explore the impact of these practices on body and mind through independent research, reflection and class discussion. As a result of this course, students will learn fundamental yoga movement; identify the impact of yoga on the physical body; explore yoga philosophy; and understand how yoga is one component of well-being. Competencies: A3B, H3F, S1X, S2C. Faculty: Rebecca Russell
SW 236
ADVANCED INTERNET
Undergraduate
This course is designed for students who want to move their basic computer skills up to the next level. It addresses more advanced concepts of computer literacy. Students in this course will take their Internet skills to new levels, how to get comfortable surfing the web and how to navigate the flood of information once they find what they're looking for. Students will learn how to enhance effectiveness of search engine, expand their knowledge about other browsers application and general networking concepts, apply the techniques to safeguard against viruses and SPAM and keep computers free from unwanted visitors. Students will find helpful information on the most talked about newcomers to the online world such as social networking sites like Facebook and MySpace, blogging, and downloading media content from YouTube and iTunes, as well as an introduction to the personal email and instruction for safe surfing. Competences: S1, S3X, S1X, FX. Faculty: Zaya Khananu

SW 237
ENERGY, CHEMISTRY, AND SOCIETY
Undergraduate
This course is designed to introduce students to the fundamental principles and processes in chemistry that will help in their understanding of energy and the environment, including their interaction with society. Current public issues (e.g., conservation, pollution, energy policy, global climate change, etc.), which covers earth sciences as well as other branches of science, serve as the framework. It integrates significant aspects of the physical sciences, particularly chemistry, with the student?s other studies as well as everyday experiences. This course carefully discusses the impact of our actions on the lifetimes of energy resources. The connection between the macroscopic world we experience and world of atoms and molecules will be explored. Sufficient use of quantitative and real chemistry will put the topics on a sound basis for students who have had little mathematical or scientific background. Competences: S1B, S1C, S2B, S3A, S3D. Faculty: Dr. Nithya Rajan

SW 238
BIOLOGY OF AGING
Undergraduate
Students will explore current and historical understanding of the human aging process, with emphasis on normal versus abnormal changes. Each student will select 1) a body system and 2) a related disorder/abnormality to focus on in anchoring their experiences. In addition, students will complete a project for each competence selected on enrollment: S1C, S2C, S3X, S4. Faculty: Jennifer Holtz

SW 239
THE BOTANICAL WORLD
Undergraduate
All life is dependent on plants. They are our most precious resource. Our relationship with the plant world encompasses things we take for granted: food, clothes, furniture, musical instruments, medicines, homes and the aesthetic qualities of plants that permeate and refresh the human condition. Recent scientific successes in genetics and biotechnology have made us more aware of what has been done to plants. In this highly interactive course, we will explore these new controversial revelations and the connections between plants and our individual lives. While this is not a laboratory course, we will look at and take apart real plants in and outside the classroom, and even grow some lower plants (molds) at home. There will be one field trip to the Lincoln Park Conservatory and a walk around the Loop (weather permitting). Competencies: S-1-A, S-2-X, S-3-B, S-4.. Faculty: Nadine Bopp

SW 240
SCIENCE, ART AND MEANING
Undergraduate
Scientists and artists both respond to nature, in ways which are both similar and different. In this class, we will explore ways of understanding the natural world and of expressing that understanding. A field trip to the Dunes National Park in Indiana will offer a living laboratory for this experience and expression. Pre-1999 Competencies: AL-2, AL-4, AL-F, PW-2, PW-F, PW-H, PW-I. BA-1999 Competencies: A-1-B, A-2-A, S-1-C, S-2-B, S-1-B. Faculty: Pat Monaghan
From the oil, coal, and nuclear materials that supply us energy to the metallic minerals and soils that make available building materials, electronics, jewelry and food, modern civilization is dependent on an assortment of non-renewable resources. This course will introduce you to the geologic processes that generate society's principal mineral and energy resources including oil, natural gas, coal, nuclear materials, gold, industrial metals, gems, and soils. We will investigate how geological circumstances result in the geographic distribution and scarcity of mineral and energy resources, the historic interdependence to and competition of societies for these resources, and the geopolitical and economic consequences of resource depletion due to population growth and global industrialization. Topics investigated will include: oil formation and peak oil; coal/natural gas formation and cap and trade policies; nuclear fuels and enviro-statism; gold formation, gold as money, and gold as a cultural artifact; gem formation, crystallography and gem use in jewelry; metallic mineral formation, industrial use, and scarcity trends; soil formation, farming and soil depletion; and the global outlook on mineral and energy resources. Competences: S1B, S2C, S3C, S4, FX. Faculty: Kevin Downing

Food is much more than sustenance. It often defines us, our origins, our families and speaks to us about succor, satisfaction, and the winning of hearts. This course sets students loose in the environment of their own kitchens with a number of structured exercises that demonstrate scientific principals first hand. It includes classroom discussion and examination of these principles. Furthermore, students will discuss how cuisine and cooking styles are unique to and important to world cultures and the people who experience them. In addition to attendance and discussion, learners will keep food journals and short final papers or presentations. The course will be a hybrid class, meeting both on line and on campus. Competences: S4, H5, H1E, S3C. Faculty: Jill Joachim

This course looks at instructional design in much more depth and the Technology, Training and Human Performance Course. In this course, the student will study what Instructional Design is, how it works, and why it is important in the design of all types of career and educational training. The course will present various models of instructional design, then have the students design actual instructional training modules. Competences: FX, H2X, H3X, S2X. Faculty: Ruth Gannon-Cook

This course will teach students the basic concepts of statistics. Students will investigate topics including descriptive statistics, correlation, normal distributions, probability, sampling distributions and hypothesis testing. By the end of this course, students will be able to complete a statistical analysis of datasets using Microsoft Excel as the primary tool. Considerable time will also be devoted to discussing how statistics are used and abused. Competences: H3X, S2X, S3X, FX. Faculty: John Hemmerling

This course is designed to provide learning opportunities that derive their unique attributes from a focus on the African continent. We will review definitions of technology and globalization as they apply to emerging African nations. We will study how the general application and use of various technologies have affected the developing countries of Africa from a social, cultural, economic and practical perspective. Technologies to be reviewed include electrification, radio and television, telecommunications, computers, and the Internet. Students will participate in a live video conference with a group of United Nations delegates assigned to committees that oversee technology matters around the world for the purpose of discussing the dispersion of technology. Students must have regular access to the Internet because of research requirements. See also: http://www.wheresitat.com/ for more information. Pre-1999 competencies: PW-3, PW-P, HC-H, HC-X. BA-1999 competencies: L-7, S-5, S-3-F, H-5. Faculty: Donna Jones-Illsley
SW 246
PHARMACOLOGY AND HEALTH
Undergraduate
This course will be an overview of the main human biological systems in health while highlighting and emphasizing the chief pharmacological agents used to treat common human diseases and pathologies of those systems. Discussion will include pharmacokinetics, drug action mechanisms, side effects, costs, and the role that prevention might play in attempting to minimize drug utilization. The course will include a historical overview of the use of medicine throughout the ages and consider current drug development. Through the use of a textbook, current literature review, discussion and audio visual adjuncts, the course will help to build a foundation for basic understanding of the relationship between healthy human biological systems, pathology development, and how pharmaceutical agents relate to health and disease. Competences: S2A, S2C, S2D, S3B. Faculty: Patricia Stifter

SW 247
SCIENCE TECHNOLOGY SOCIETY
Undergraduate
The 20th century has experienced the greatest number and most profound changes of any in our history. From the invention of plastic to the identification of genes, science and the practical application through technology has changed the way we think and perceive our environment. This course will be an overview of some major discoveries that occurred in the past 100 years and how these discoveries have effected society for good or sometimes not so good. We will look at how the work of women and minority scientists has been included/not included into the mainstream. Competencies: S-3-F, S-3-A Faculty: Nadine Bopp

SW 248
THE SCIENCE BEHIND ENVIRONMENTAL SCIENCE
Undergraduate
This course is designed to equip the student with the necessary learning experiences that will enable the student to make informed decisions that affect environmental well-being and environmental sustainability. Learning experiences will include, but not limited to, classroom instruction, groups discussions, and individual research. Competences: S4, S1X, S2D. Faculty: John Prusko

SW 250
WIDGETS, CLICKS, & TWEETS: ESSENTIALS OF APPLIED WEB TECHNOLOGY
Undergraduate
This course will provide students with an overview of the history of the Internet and basic marketing strategies as they relate to the Internet and Web 2.0 technologies. Students will learn about how to keep abreast of new technology, how these technologies can be used to market services and products as well as how they can be used to create and maintain social networks for professional use. Competences:S1D, FX.

SW 251
UNDERSTANDING GLOBAL HEALTH CONCEPTS AND PRACTICES
Undergraduate
Many of the greatest challenges in public health are global. This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health and the relationship between health and political, social and economic development. Drawing upon the sciences, social sciences and humanities, learners will be introduced to the evolution of modern approaches to the setting of global health priorities, the functions and roles of health systems, an overview of current global health practices, and the major institutional players in global health. We will explore the factors shaping the global distribution of disease and their connection with issues of social, economic and political development, as reflected in the Millennium Development Goals. We will also consider the impacts of globalization on health risks and availability of health resources. By engaging in critical assessment and proposing innovative solution ideas, we will develop all four competences offered for this course. Competences: H5, H1X, S1X, S3X. Faculty: Dr. Isidore Udoh

SW 252
ENVIRONMENT AND HEALTH
Undergraduate
Using scientific reasoning the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. As a foundation emphasis will be placed scientific method, cellular structure and reproduction and an overview of environmental issues impacting health today. Relationships of the nutrition-digestive and respiratory systems of the human body as environmental portals will be studied. Problem-solving skills will be employed in the manipulation of data. Investigation of norms and the deviations from these norms in selected physiological systems also will be studied. Competences: L7, S4, S1A, S2D, S3B. Faculty: Jill Joachim
SW 253
USING STATISTICS
Undergraduate
This course is designed to introduce the basic concepts of descriptive statistics, employ their use in everyday life, and make sense of the data. Students will create statistical analyses of data and learn top make decisions from reports that they produce in Excel. Understanding statistical concepts is emphasized instead of memorization of formulas. Students will learn from group projects how to analyze data using Excel spreadsheets. The course involves participation in discussion, presentation of cases and demonstration of analyses. Pre- 1999 Competencies: HC-F, PW-3, PW-L, WW. BA-1999 Competencies: H1X, SZE, S5, FX.

SW 254
INTRODUCTION TO COMMUNICATION SOFTWARE
Undergraduate
In this introductory course, students will develop a broad knowledge of personal computers and an understanding of how they can be used, with various software packages, to communicate and solve problems in your personal and work lives. The class will be 'hands-on', you will learn how to access and use Microsoft Word, Excel, and Powerpoint, as well as Internet applications (getting connected, e-mail, web browsers, and various search engines. The course is lecture/discussion and lab oriented. No familiarity with computers is expected. BA-1999 Competencies: F-X, S-1-D, S-5. Pre-1999 Competencies: PW-3, PW-F, WW.

SW 255
BRAIN, MIND AND BEHAVIOR
Undergraduate
Scientists have only recently found means to isolate chemicals of the brain, analyze its electrical systems and try to answer questions such as: How does the brain strike a balance between its genetic blueprint and influences from the environment? Where does it "hold" language? This course explains what science knows and does not know about the human brain. It draws on the most current findings, theories, and applications of brain science. Students will meet for guided discussions and will be given textual material for class activities and independent assignments. Competencies: H-3-A, S-4, S-1-A, S-2-A, S-2-C. Faculty: Patricia Stifter

SW 256
USING YOUR COMPUTER CREATIVELY
Undergraduate
Computers, we all have them, we all use them, but do we enjoy them? Our computers do many wonderful things. Understanding what they can do and how they can help us to accomplish our own unique needs are two different levels of understanding. In this course we will explore how to use current programs to save time, enrich presentations, and access the multitude of interesting and useful information and images available literally at our fingertips. Students will explore creative uses of word processing, data bases, Internet searches, and presentation technology to enhance their skills and final products for work, school and pleasure. Prerequisites:Basic familiarity with Windows 95 and Microsoft Word is required. An existing student email account on DePaul's Shrike system is required for class participation and can be obtained through DePaul ID Services at 312/362-5959. Please see: http://www.depaul.edu/~kskorupa/computing. Pre-1999 Competencies: PW-3, AL-M, WW. BA-1999 Competencies: L-7, A-2-D, F-X.

SW 258
THE CITY IN THE YEAR 2030
Undergraduate
What will cities be like 25 years from now? The history of cities throughout the world offers clues to this question. This course will explore the theories of leading experts in the field of urban research and prognostication. Students will examine these views in the context of the political system, population trends, and urban economic activity. Recommended strategies to improve the strength of historically great cities will be analyzed and compared. Practical application of concepts utilized in other areas will be evaluated in terms of their potential use in the City of Chicago. Competencies: H-1-H, H-2-X, S-2-D, A-1-X. Faculty: Mark Enenbach

SW 259
INTERNET TECHNOLOGY
Undergraduate
This course will familiarize the student in using the Internet. The course will highlight how to use the Internet for research and information queries. A brief history of the Internet will be reviewed as well as steps to connect to the Internet. The course will introduce the students to file transfer protocols, web browsers, search engines and newsgroups. Each student will gain exposure to surfing the net for both business and personal use. The course will emphasize a hands on approach and make use of lecture and discussion methods. Homework will consist of reading and web page development. Prerequisites: Basic familiarity with Windows 95 and Microsoft Word is mandatory. An existing student account on Shrike is required for class participation and projects. Pre-1999 Competencies: PW-3, PW-F, WW. BA-1999 Competencies: S-5, S-1-D, F-X. Faculty: Mary Garcia
SW 260
DE-CODING HUMAN BEHAVIOR
Undergraduate
This course targets the link between the physical environment and social behavior. Every physical space is also a social space; its organization contains a "code" of responsive behavior for people to understand. We focus on these "codes," and examine the ways they provoke conformity and deviance from individuals and groups. Students are expected to enter the social environment and gather publicly-observable data for analysis in the classroom setting. The ethics of social research, and of an observer's interaction with the environment, are key points of inquiry during the quarter. Students in this course work at a "pre-ethnography" level, and are primed by its conclusion to enter and analyze any social group and its physical surround. Competencies: A4, L7, H2X, S2D, FX. Faculty: Corinne Lally Benedetto

SW 261
EXPLORATIONS IN BIOLOGY
Undergraduate
This course provides an introductory study of organic macromolecules, the cell, genetic activity and the theory of evolution. Throughout the course we will stress the interdependence of the three biological sub-specialties of genetics, ecology and evolution. Competencies: S-4, S-1-A, S-2-C. Faculty: Barbara Berchiolli

SW 262
CHICAGO HOSTS NATO/G8
Undergraduate
In May of 2012, Chicago will host 2 major world meetings. One will be a meeting of the North Atlantic Treaty Organization(NATO) and the 2nd will be a meeting of the G8, the 8 most powerful world economies. This will be the first time that a city has hosted 2 major conferences since London did in 1977. The students will explore the history of the military alliance and its current involvement in many countries of the world. The global market is dominated by the 8 biggest economies of the countries that will be present in Chicago. Students will be able to learn how the big 8 control the global economic world. In addition, there will be major demonstrations against both organizations. In every city where the meetings have occurred, protestors were a major presence. Thus the students will be exploring and evaluating the major military alliance of the western powers as well as the 8 countries that dominate the other 180 countries of the world. Students will see the relationship between military, and economic power and the ethical issues involved. Competences: H5, S3X, A3C, FX. Faculty: JoAnne Gesiakowska

SW 263
THE CITY IN NATURE: WRITING THE URBAN LANDSCAPE
Undergraduate
In the 200-year-old tradition of American Nature Writing, its practitioners--from John Muir to Thoreau to Edward Abbey--have been indifferent if not openly hostile to cities. The nature essay has tended to focus on the writer's experience of landscapes where people are not normally resident: deserts, mountains, the deep forests. This focus suggests that nature is out there, and that to feel a part of it, we must leave where we live and go visit it. In this nonfiction writing course, students use the conventional essay to offer an alternative possibility: that we inhabit nature wherever we live, including cities, and that the intersection of nature and culture in urban environments is an important subject for analysis and exposition. To prepare themselves to write their own nature essays, students will read along the extraordinary canon of American nature writing; become familiar with the natural history of their own local environments; keep an urban nature journal; and familiarize themselves with current readings in environmental philosophy and ecopsychology. The College Writing course or its equivalent is a pre-requisite for this course. Pre- 1999 Competencies: AL-1, PW-E, PW-I. BA 1999 Competencies: A-1-A, S-1-B, S-1-X.

SW 264
ANIMALS AND CONTEMPORARY LIFE
Undergraduate
This is a Service Learning, Externship. Students will pursue literature on the historical connections between animals and humans, and will review philosophies concerning treatment of animals. Students will also be exposed to current issues in animal welfare, including a volunteer experience in an animal shelter. In this course, faculty will provide a framework for assessing the roles and condition of animals, particularly domestic animals, in our culture. Assigned readings range from Peter Singer's noted work on animal experimentation Animal Liberation to excerpts from Black Elk Speaks, a Native American treatise on hierarchy and respect for life in American aboriginal culture. Students will pursue their own interests through further readings and commentary. Pre-1999 Competencies: LL-7, AL-9 & AL-10, HC-9 & HC-10, PW-9 &PW-10. BA-1999 Competencies: L-9, E-1, E-2.
SW 266
AN APPROACH TO SYSTEM THINKING
Undergraduate
This course provides an introduction to the form of systems thinking called system dynamics. This course introduces the theory and application of the system dynamics modeling approach as it is used to support strategic decision making in complex social systems. It involves the qualitative and quantitative mapping of the relevant system structure (including physical processes, information links and human decision-making) and the simulation of the dynamic consequences of that structure. The aim is both to examine the general modes of behavior that result so as to gain qualitative insights and also to experiment with alternative policies in order to formulate ones which improve behavior. It has three distinctive themes: the concept of information feedback, the use of computer simulation models to explore complex behavior and the need to work with the mental models of relevant system actors (with a view both to drawing on the relevant knowledge and interpretations of the system and to implementing the insights gained from the modeling process). The course deals with all stages of the modeling approach as well as introducing some research topics in the field. Students will use ‘state of the art’ simulation software with a graphical interface (such as STELLA/iThink) and will be expected to work with quantitative computer models. The practical application of system dynamics will be emphasized throughout, using various cases studied from business public-policy making and elsewhere. Competencies: L-7, H-2-C, S-1-D, S-1-X, S-5, F-X. Faculty: Thomas E. Long

SW 267
SPRING WILDFLOWERS
Undergraduate
In this course, students will use photography to make an intimate acquaintance with the earliest spring flowers to become aware of the various woodland ecologies which nurture these species. A manually controlled, adjustable 35mm SLR camera is required for this course and must be brought to the first class. We will make all day Saturday field trips to parks and nature preserves in Michigan, Indiana and Illinois. Students will use field guides, observe and record elements of the environment of each species photographed, and learn the skills of a naturalist. Student photographs and a final paper based on field notes will be evaluated for their quality, accuracy, and detail. Students should expect to spend at least $50.00 for film and processing. Pre-'99 Competencies: PW-2, AL-B. BA'99 Competencies: S-1-A, A-2-C. Faculty: Peggy Stevens

SW 268
WOMEN, NATURE, AND ECOLOGY
Undergraduate
Women and nature have been linked since earliest times. As our ideas about both have changed, so have our ideas of their relationship. Changing conceptions of the body, as part of nature, have impacted our understanding of the mind's functioning, approaches to physical and psychological health, and religious thought. Students will study three models of nature to formulate how each looks at the human relationship to nature, defines sex roles, impacts health, and religious standards. We will use readings and discussion. Pre-'99 Competencies: PW-E, HC-C, PW-F. Faculty: Mary Louise Doherty

SW 269
ENERGY AND HEALTH
Undergraduate
This course will provide a framework for understanding human energy systems, such as digestion and respiration, as regarding current healthcare practices to enhance their effectiveness (dietary approach, manipulation therapies, acupuncture, exercise, and meditation). We will consider connections between social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. Each class will build on the basic understanding of biological systems in relation to energy through lecture and discussion. We will review literature on various healthcare practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect their health. Competencies: S-2-A, S-2-C, S-3-D, S-4. Faculty: Staff

SW 270
MAKING STATISTICAL WORK
Undergraduate
This highly interactive course will help students understand and use statistics to their advantage at work, and in their lives as informed citizens, consumers, and/or parents. Using examples from daily life and work, students will learn to frame and solve common problems. Despite its scary (or boring) reputation, statistics is at heart a set of very powerful tools for thinking and communicating. With the tools learned in this course, students will be better able to cut through reports at work, weigh the claims of political candidates, drill holes in misleading information, and hammer out the real significance of the news. This is a course for all those who have ever wondered: how likely they are to be hit by lightning, whether they are “normal,” what percentage of the population really elects the President, or what the odds are of winning the Lottery. (Hint: watch out for that lightning!) Prerequisite: Some facility with algebra, as evidenced by Practical Math and Applied Algebra or its equivalent is required. Pre-’99 Competencies: HC-E, PW-F, WW. BA'99 Competencies: H-1-X, S-2-X, F-X. Faculty: Tom Angelo
SW 271
CHEMICALS IN THE ENVIRONMENT
Undergraduate
Confusion and controversy permeate the discussion of the role man-made chemicals play in the environment. This course will provide an understanding of some basic principles of chemistry, so students can evaluate current environmental issues in their communities, and in the press. A major emphasis will be on the total picture: benefits, costs, risks, and hazards associated with common man-made chemicals. We will follow the chemicals from their manufacture through their use and ultimate disposal. Demonstrations, discussions, readings, and reports will stimulate the student to critically evaluate the impact a group of chemicals has on the quality of our lives, and on the ecosystem. Pre-'99 Competencies: PW-2, PW-I, PW-M, PW-N   BA'99 Competencies:  S-1-A, S-1-B, S-3-C, S-3-D. Faculty: Cecilia Radlowski

SW 274
IMPACTS OF VARIOUS ENVIRONMENTS ON HEALTH
Undergraduate
Using scientific reasoning, the student will determine how and to what extent the quality of health and life can be altered in varied geographic and personal environments. The physiological relationships of the nutrition-digestive, and respiratory systems of the human body will be studied in depth as systems susceptible to negative environmental influences. Use of mathematics and problem-solving skills will be employed in the manipulation of data in the investigation of norms and the deviations from these norms in selected physiological systems. Students will be actively involved in the learning process. Class activities will include lecture, laboratory group projects (including examination of preserved materials), videos, readings and manipulations of data. Competencies:  S-4, S-1-A, S-2-D, S-3-B, L-7. Faculty: Anne B. Donnersberger

SW 275
BODY, MIND, SPIRIT: YOGA AND MEDITATION
Undergraduate
Why are 20 million Americans practicing yoga? This course, BODY, MIND, SPIRIT: YOGA AND MEDITATION, answers that question with an introduction to yoga and meditation techniques and the underlying scientific and philosophical principles of the system of yoga. The first half of each class will be experiential, conducted as a yoga and meditation class for beginners, providing tools to reduce stress, focus the mind, and cultivate inner peace. This first hour and a half will use yoga postures, breathing exercises, and meditation techniques. The second half of each class will use readings, reflection, and discussion to examine the scientific and philosophical knowledge of yoga as a way to ease stress, strengthen the bone and muscle structures, lower blood pressure, increase flexibility and strength, improve mind functioning, and provide spiritual sustenance. We will read Yoga Mind Body and Spirit: A Return to Wholeness by Donna Farhi, and the The Yoga Sutras of Patanjali, research articles on the scientific studies of yoga's benefits from journals and websites, etc. Each student will keep weekly reflection journal observations on the changes (s)he notices in himself or herself. This course will refresh, relax, rejuvenate. Yoga mats and other props will be provided. Bring/wear comfortable clothes (no jeans, belts, dresses). This is a GENTLE YOGA class for beginners - NO PREVIOUS EXPERIENCE is needed. Yoga means to unite or yoke so course will explore the ways to unite body, mind, spirit. This course is designed to 1) help establish good health and well-being; 2) gain scientific knowledge and understanding of the various systems of the human body; and 3) explore the spiritual benefits of meditation. Please note: PLEASE EMAIL TEACHER BEFORE CLASS BEGINS. Competences: A3B, H3F, S2C, S3B. Faculty: Maureen Dolan

SW 278
BIOLOGICAL ASPECTS OF STRESS
Undergraduate
As many as 93% of disease are now believed to be related to stress. This astounding figure underscores the importance of understanding the various aspects of stress, particularly the biological dimensions. The links among perceptions, personally type, brain chemistry, and the endocrine and cardiovascular functions are becoming increasingly well established. More recently, links between our immune system and the activities of the brain are helping us to recognize the truly integrated functions of our bodies in ways which will have very important impacts on our conceptions of health and disease. Students will develop an understanding of stress and stressors, the relationship of stress and the General Adaptation Syndrome as a focal point for applying this information. Exploration of individual differences in stress responses and stress-management techniques will provide a platform for synthesizing information on a personal basis and for analyzing environment/biological interactions.

SW 280
GROWTH AND DECLINE: A DEMOGRAPHIC PUZZLE
Undergraduate
The search for balance between economic goals and environmental concerns is an ongoing struggle faced by communities, states, and countries throughout the world. The successes and failures of population and environmental planning will be reviewed in both an historical and a theoretical context. Students will explore issues involved in establishing vital and healthy places to work and live. Through lecture-discussions, readings, films, and independent research, the relationships among population, public services, corporate growth and development, and environmental regulations will be examined. Students will select an area for study and formulate their own demographic and planning strategies. This course meets for only five weeks. Competencies: H-1-H, S-2-D, S-3-C. Faculty: Mark Enenbach.
SW 281
ALASKA
Undergraduate
From the mid-century push for statehood and the 1960's fight for Native land rights, through the pipeline boom of the 1970's and the economic bust of the 1980's, Alaska's recent history has been tumultuous and presents an ideal context for exploring the challenges of resource development. Many of the controversies which have recently divided Alaska result from the complex relationship between rights of indigenous people and development of the state's rich natural resources. Pre-1999 Competencies: HC-1, HC-3, HC-F, HC-9, HC-10, PW-A, PW-C, PW-D, PW-F, PW-9, PW-10, AL-C, AL-E, AL-F, AL-9, AL-10.

SW 282
NUTRITION BASICS AND BEYOND
Undergraduate
This introductory course will provide a framework for understanding the fundamentals of nutrition, vitamins and minerals, nutrition and disease prevention, food labeling, nutrition through the life cycle, weight management and more. Each class will build upon the basics by exploring current issues and research related to specific topics. Throughout the course, students will begin to separate information from misinformation as well as gain practical knowledge to incorporate into day to day life. Competences: S2A, S2C, S4. Faculty: Elizabeth Wall

SW 283
SOCIETIES IN TRANSITION: ERITREA AND ETHIOPIA
Undergraduate
Throughout the world, societies are changing as former political and economic structures are supplanted by emerging democratic systems. SNL has developed travel-study courses under the general title "Societies in Transition" as a way of introducing adult learners to these dramatic changes and as a means of allowing them to experience rich and diverse histories, new cultures, and extraordinary physical environments. Emergent Eritrea: Independence Along the Red Sea is the first in the series to focus on the Horn of Africa, a region of significant geopolitical importance. This course provides students first-hand exposure to Eritrea, one of Africa's newest nations, during its critical phase of postwar reconstruction and modernization. Our exploration of the geographic features, ecology and natural resources of Eritrea will elucidate the environmental challenges facing the inhabitants of this sub-Saharan region. Students will have the opportunity to meet with individuals from many sectors of this society, including artisans, teachers, Eritrean students, government officials, freedom fighters, priests, members of the women's federation, and business owners.

SW 285
GHOST OF PRECALCULUS
Undergraduate
The purpose of this course is to continue to develop the student's logical, pattern recognition, organizational, and algebraic skills. The goals are to prepare the student to deal with the increasing mathematical nature of life's problems and to prepare the student for a possible future calculus courses. The course will rely heavily on the interactive approach. Examples will be studied to introduce theory and applications. Discussion and questions will be encouraged. Homework will be recommended and discussed, and the student will do problems in class.

SW 286
SEXUAL HEALTH
Undergraduate
We will study the male/female anatomy and physiology, and its dysfunction like impotency and infertility. We will discuss how these dysfunctions affect normal sexual function, how sexually transmitted diseases are identified and avoided. Emphasis will be on healthy and safe sexual physiological function. We will explore sexual development throughout the life cycle from adolescence, middle age to maturity and how these biological changes impact our sexual health. The learning experience will include lectures, discussions, and expert speakers from the field. Pre-'99 Competencies: PW-4, PW-5, PW-2. BA '99 Competencies: S-2-A, S-2-C, S-1-A. Faculty: Phyllis M. Wallace

SW 287
ROCKET TO THE STARS 2000: SPACE FLIGHT IN FILM SOCIETY
Undergraduate
This course explores the impact of space flight in the 20th century. We have witnessed development of space flight, and have extended our reach beyond the surface of our planet. Outer space has provided a host of new discoveries that have revolutionized our understanding of ourselves, the universe, and our significance within it. It has also created serious social, economic, and political repercussions for our society. Culturally, Space has also been a kind of blank screen upon which we project our aspirations, our fears, and our speculations. We will examine how popular film has also fashioned our hopes, our fears, and reflected our thoughts about space flight. BA'99 Competencies: A-1-I, S-1-E, S-3-A. Pre-'99 Competencies: AL-L, PW-B, PW-J. Faculty: Harvey Nystrom
SW 288
DESIGNER LIVING: RELATING WORK AND LIVING TO HEALTH
Undergraduate
Creating a balanced lifestyle is coming to be seen as the core of preventive medicine and holistic approaches to health. In this course, students will create a self-care program comprising diaphragmatic breathing, the relaxation response, pacing, exercise, and a balanced diet. In class, focus will be placed on such issues as reappraising our concept of work and leisure, the impact of belief-systems on human biology, and the influence of our concept of time and of light on the human body.

SW 289
MAKING MULTIMEDIA PRESENTATIONS
Undergraduate
This course will instruct the student in the use of popular multimedia software for the development of professional-quality business presentations. Training will be provided in the areas of video and audio editing, graphics enhancement, slideshow creation, and moviemaking. Students will demonstrate their work through in-class presentations and via the internet. The primary focus of each student's multimedia presentation will be the impact of technology on the current state of the U.S. economy. Each student will select and research a specific issue related to technology and finance, prepare a professional-quality video, and present the results of his/her work in class. Competences: A5, H2G, S1D, S5. Faculty: Paul Buchheit

SW 290
CONCEPTS IN MATHEMATICS
Undergraduate
This course will focus on interpreting numerical data and problem-solving using basic mathematical tools. Selected topics from branches of mathematics will be reviewed, including: probability, statistics, charts, graphs, linear equations, and solving word problems through basic algebra. Methods will include lectures, hands-on applications, small group problem-solving, quizzes, and research. Pre-1999 Competencies: PW-1, PW-B, PW-F, WW. BA-1999 Competencies: S-2-X, S-3-X, L-6, F-X. Faculty: Pervez Rahaman, Pat Ryan

SW 291
HISTORY OF LIFE ON EARTH
Undergraduate
The study of fossils, the remains and traces of past living things, is essential for understanding and reconstructing the history of life on earth. Fossils provide us with critical information regarding the character and age of the most significant biological events in earth's history including the earliest forms of life, the pivotal development of multi-celled plants and animals, the rise, success, and demise of the dinosaurs, the diversification of the mammals, and the origins of our own species. In this course, you will explore how fossils and scientific reasoning are integrated to discern the complex history of life on earth. You will also evaluate the impact the discovery and recognition of earth's fossil record has had on society over the last several hundred years such as the position of humans among other species and the corresponding creation-evolution debate. Competences: S1B, S2A, S2C, S3D, S4. Faculty: Kevin Downing

SW 292
EXPLORING EARTH'S PHYSICAL FEATURES
Undergraduate
From majestic mountains and volcanoes, to expansive oceans and scenic plateaus and canyons, the landforms of Earth are diverse and awe-inspiring. In this course, you will explore the character, distribution and evolution of landforms as they reflect millions of years of complex change involving both the Earth's surface and internal processes. Upon completion of this course you will have an essential understanding of earth's landforms, their geologic history and the physical and chemical processes that sculpt them. You will be able to explain connections between earth's physical features, natural resource distribution, and the quality of human life. Principal topics covered will include: plate tectonics, earthquakes, erosion and weathering, sedimentation, rock types, mountains, volcanoes, plateaus, coasts, the plains, deserts, glaciation, and the economics of earth's physical features. Particular emphasis will be placed on understanding the evolution of earth's geologic features using specific landform examples from North America and elsewhere. Competences: S1A, S2B, S2C, S4. Faculty: Staff

SW 293
AGING REASON
Undergraduate
Reasoning, like human life, comes in layers that need to be unravelled if we are to make sense of it. As Bernard Shaw put it, "Reason makes a good servant but a bad master" That may come as a surprising thought to those of us brought up to think that everything desirable and true is scientific and science is based on reason. This course will examine the maturing of the reasoning processes employed in science, the mechanisms or methodologies used to validate data, namely the development of scientific reasoning in the Western hemisphere from naive realism through logical positivism to Popperian falsification. This will help us to clarify the status of the data that we use or write about. It will also examine the maturing of the biological processes of the human being, the mechanisms of aging, including modern research experience demonstrating the way in which underlying assumptions can influence both reasoning about and experience of biological aging processes. Class presentation and discussion backed up by library-based reading. In class, we will focus on the key concepts of paradigms in science and religion, in youth and aging and the way in which basic assumptions influence perception, behavior, and experience.
SW 294
GLOBAL ENVIRONMENTAL CHANGE
Undergraduate
Many ongoing changes in the natural environment are so extensive in scale that scientists consider them a threat to sustaining a reasonable quality of life for humans worldwide. Examples of issues of particular and urgent concern are: the rapid changes in the chemistry of the atmosphere that can alter the earth's prevailing climate patterns; the amount of pollutants in the oceans that can breach essential parts of the food chain; the consumption or contamination of natural resources, such as minerals for industrial use, petroleum, groundwater, and agriculturally important soils and; the spatial reduction of terrestrial biomes with corresponding extinctions of organisms. In this course, we will review and analyze the recent earth science research on these and other global change issues in order to assess their relative importance for the human community. We will also examine and evaluate how human activities can have direct and causal relationships to specific adverse global environmental changes. Additional topics that will be addressed include emerging theories of sustainable development, ecological ("Green") economics, and environmental laws. Through readings, discussions, lectures, and original inquiry, students will be introduced to the principal global environmental change issues. Students will select one issue for more detailed analysis and utilize the course learning experience to formulate a plan for personal, governmental, and/or global action to address an environmental problem. Pre-1999 Competencies: PW-2, PW-A. Faculty: Kevin Downing

SW 295
SUCCESSFUL INTERVIEWING
Undergraduate
Interviewing "the process of asking and answering questions" is a part of everyday experience. This course introduces and explores the fundamental principles, theories and techniques of interviewing including the interpersonal communication process, common types of interviews, interview structure, questions and responses. Through collaborative and experiential learning activities, students will prepare for and participate in all aspects of the interview process as the interviewer and interviewee. Competences: L-7, FX, H-3-X, S-3-X

SW 296
A BIOLOGICAL APPROACH TO VIOLENCE
Undergraduate
There is a significant difference of opinion concerning aggressive or violent human behavior. Is it a social response to an environment of poverty and other psychological phenomena? Or can it be explained in terms of a biochemical syndrome consistent with scientific data and therefore remediable with psychoactive drugs? In this course, students will be introduced to normal brain anatomy and biochemistry and the technologies that have helped us understand cerebral function. We will examine literature in the biological, medical, and psychological sciences in an effort to develop and demonstrate critical reading and analytic skills of both scientific and pseudoscientific material. We will explore the relative contributions of environment and biology to understanding aggressive and violent behavior as well as potential modifiers of the same. Pre-'99 Competencies: PW-4, PW-E, HC-4. BA'99 Competencies: H-3-A, S-2-A, S-3-B. Faculty: Gary Kohn

SW 297
WRITING THE EARTH
Undergraduate
In this course, students will learn creative writing while exploring geologic history. Geology is the window into history of the earth and all the organisms that have lived and died here. Every work in quarries, road cuts, or pebbles on a beach carries part of the earth's story. Students will learn to read rocks and open the book of the earth history. There, one can find the drama of evolution and mass extinction, the violent uplift of mountains and their slow erosion into plains, the crashing of seas flooding the continents and the drying of sediments abandoned as the seas recede, the first steps of an ape that would be human and the changes that made all of us from that beginning. Earth history is filled with drama, with actual adventure, and light romance, and grim catastrophe. Factual writing alone cannot communicate the emotions we feel as we experience earth's own poetry. For that, we need the depth and energy of creative expression. In this course, students will learn the basics of reading rocks and explore earth history for themselves. They will also learn to communicate their experience to others through creative writing in fiction, essays, or poetry. Regular class meetings will be held with full day field trips. Class time will be divided between the explorations of geologic concepts and creative writing. Geologic concepts will be introduced through readings, discussion, and hands-on experience with real rocks. Creative writing will be introduced through readings, discussions, and writing exercises. Most of the writing exercises for each class will be based on student's hands-on experience in that class.

SW 298
EXPLORING THE INTERNET
Undergraduate
In this introductory-level course, you will develop a broad knowledge of the Internet technology and understand how it can be useful to personal and work life. The class will be "hands on" and you will learn how to access Internet applications and use them. We will discuss the history of the Internet, getting connected to the Internet, and the various functions used on the Internet -including email, Web Browsers, emerging technologies, and search engines. We will also create websites, focusing on their design, rather than the HTML coding. Competencies: F-X, S-1-D, S-5, S-1-X. Faculty: Staff. See a syllabus at http://condor.depaul.edu/~dmurphy/
SW 299
MATTERS OF SCIENCE
Undergraduate
One set of laws describes all motion. All matter is made of atoms (actually quarks and leptons!). Stars live and die like everything else. All life is based on the same genetic code. These basic ideas of science and their application to technology are the focus of this course and they offer you what will probably be a new way of thinking about science. If you can get excited about recognizing and discovering what lies behind many everyday encounters with the world around you -- and some not so everyday as well -- just for the enjoyment of learning about them and how they work, this course may be the way to put capstones on your Physical World competencies. This will be a course unlike any other you have experienced -- you will be learning on an independent study basis but also interacting and exchanging ideas with others in a virtual classroom located on the Internet. Through your research in response to questions and pursuit of independent projects, guidance by a primary text, other readings and the instructor, the fruits of your classmates' efforts, and the unexpected that can come from (written) conversation, this course will touch on the roots of most scientific disciplines (eg. physics, chemistry, astronomy, biology, ecology). It will do so in ways that should help you to see their connections to each other and to various technologies. You will also examine your own problem-solving strategies and various aspects of scientific inquiry. An overall outcome of achieving the competencies of this course will be the development of a scientific literacy to build on in the future. You are invited to visit the course home page: www.depaul.edu/~mfiddler/ms/home.html * Prerequisites: 1. Willingness to participate in an experimental learning activity. 2. Major Seminar / Research Seminar or high level of comfort with library research. 3. Experience with Windows' and use of electronic mail. 4. Access to the Internet. This class meets twice as a group; the first night and sixth week of the quarter. Pre-1999 Competencies: PW-9, PW-10. BA-1999 Competencies: E-1, E-2. Faculty: Morris Fiddler

SW 300
USING THE INTERNET TO PARTICIPATE IN THE INTERNATIONAL COMMUNITY
Undergraduate
This course provides an overview of the structure and work of the international community that revolves around the United Nations and the growing role of citizen advocacy (nonprofit) organizations in Chicago and around the world. Chicago hosts the second largest number of nonprofit organizations in the country. Students use the course web page to develop Internet research and email skills while focusing on international issues. Homework is posted on the web page, assignments are sent and received via email, and Internet search skills are developed through the course term paper. *Students must have access to the Internet through any personal account or use the university computer labs. Pre-1999 Competencies: HC-2, HC-D, HC-X. BA'99 Competencies: H-1-F, H-2-G, H-5. Faculty: Patricia Szczerba.

SW 315
ENVIRONMENTAL ETHICS AND SUSTAINABILITY
Undergraduate
This experiential class focuses on readings from Leopold’s A Sand County Almanac, including his important essay, “Thinking Like a Mountain?” as well as readings from John Muir, who grew up in nearby Portage, Wisconsin. Students will visit the Leopold Center, the world’s greenest building, as well as the famous ‘shack” where Leopold lived and wrote. They will also tour the Crane Foundation, which works with endangered waterbirds around the world. A visit to one of America’s largest farmers’ markets, followed by a sustainable lunch at a Wisconsin restaurant, will provide ideas on how Leopold’s philosophy can be brought into daily life. During the class, students will reside at Holy Wisdom, a retreat center with a restored prairie in Madison. The area to be visited is unique in the Midwest. Most of the prairie land in the region was formed when vast glaciers crushed the land flat during various Ice Ages in the past. But a small area of southwestern Wisconsin, northwestern Illinois, and eastern Minnesota were never glaciated. There, the hill-and-stream erosion of more than 400,000 years has led to a quite different environment than the surrounding area. Called the “Driftless Area” (because there was no glacial “drift” or dust), the region is famously scenic and was home to the great American architect Frank Lloyd Wright, whose designs reflect the landscape of the region. As the course will be held in autumn, we may anticipate beautiful colors in the deciduous forests. Competencies: A4, S4. Faculty: Patricia Monaghan

SW 316
RISE OF THE MAMMALS
Undergraduate
The modern world is dominated by mammals. Mammals have evolved, adapted and currently thrive in tremendously diverse habitats, including the oceans, lakes, rivers, tropical and temperate forests, mountain regions, caves, deserts, grasslands, the arctic tundra and polar regions. How did mammals become so diverse on the planet? Why did they remain small and relatively insignificant for the first two-thirds of their extraordinary 200 million year history? Where and when did modern mammal groups originate? What does the fossil record indicate about the character and timing of human physical and behavioral evolution? In this course, we will explore the extensive fossil record of mammals in order to gain insights to these and other questions concerning the history of this critically important animal group. Through discussions, readings, lectures, labs, examination of fossil specimens, original inquiry, analysis of museum exhibits, and application of scientific reasoning, students will be introduced to the fossil record of mammals and its critical role in establishing patterns of mammalian evolution and historical biogeography. Topics will include: fossil preservation; determining the age of fossil mammals; the transition from reptiles to mammals; Mesozoic mammals; the rise of mammals and extinction of large dinosaurs; evaluating the ecology of ancient mammals; and, the origins and diversification of modern mammal groups. Particular emphasis will be placed on examining the fossil record of primates leading to Homo sapiens and relating ancient mammal biodiversity patterns to current mammal extinction concerns. Pre-1999 Competencies: PW-2, PW-A, PW-F. Faculty: Kevin Downing
SW 317
BODY SCAN: PRACTICAL ANATOMY AND YOUR ENVIRONMENT
Undergraduate
We are confronted daily with a barrage of physical challenges to our body—particularly, our musculoskeletal system. This we experience as pain and altered or loss of function: headaches, backaches, muscle spasms, pinched nerves, etc. When assessing the physical ramifications of stress and strain, an understanding of basic anatomy in the context of our environmental issues (i.e., work, exercise) and the process of aging, is key to making positive choices and changes. In this course, students will utilize a text/workbook, clinical case histories, presentation of a research topic, and class discussions. Pre-1999 Competencies: PW-4, PW-5, PW-E. BA-1999 Competencies: S-2-A, S-2-C, S-2-D. Faculty: Maureen Kreuser

SW 318
THE UNIVERSE, SCIENCE, AND THE QUEST FOR UNDERSTANDING
Undergraduate
Astronomy, one of the oldest sciences, links our wonder at the beauty of the night sky, and our quest for meaning, and practical necessities such as navigation and communications. Students will discover in a playful, conceptual, and generally non-mathematical way how science, with intuition, inspiration, and logic helps us to understand our most basic questions: how are the stars made, how is the stuff that we are made of produced, where is the universe headed, and what lies at the end of time? Learning in class will be achieved by a combination of readings, discussion, observational exercises, with one field trip to a major scientific site. Pre-1999 Competencies: PW-2, PW-F, AL-5. BA-1999 Competencies: S-1-A, S-3-X, A-3-E. Faculty: Harvey Nystrom

SW 319
ENCOUNTERING UNCERTAINTY AND CHANGE
Undergraduate
Ambiguity, confusion, doubt—these seem to be synonyms for uncertainty. But the word has had a special meaning since quantum physicist Werner Heisenberg articulated the Uncertainty Principle more than 50 years ago. What effect does an observer have on an event? Can we accurately judge two things at once? How does the decision what to analyze effect the outcome of the analysis? These are some of the questions which the Uncertainty Principle poses. This class explores the revolutionary change from mechanistic science to relativity and quantum theory. The challenge of Uncertainty in the arts and social sciences will also be considered. Finally, the role which Uncertainty plays in our lives will be explored. This course will involve selected readings, including nonmathematical explanations of Heisenberg’s work as well as application of his theory to other disciplines. Videos and films will provide other texts for examination. Classroom work will include thought experiments, small-group interaction, and nongraded writing; tour of Fermilab particle accelerator will be required. Pre-‘99 Competencies: PW-2, PW-B, AL-3, WW. Faculty: Patricia Monaghan

SW 320
CHAOS AND COMPLEXITY
Undergraduate
Chaos: the word is often used to indicate a state of utter disorder. Yet dynamical systems theory—the science of chaos—suggests that the connection between chaos and order is not a simple opposition. Chaos may, in fact, be the seedbed for emergent order. This course examines theories of chaos and the connected theories of complexity, both in terms of scientific applications and as metaphors for the creative process. Students will develop a solid grounding in the development and current state of chaos/complexity theory. Several media, together with simple experimentation, will be used to study fractal geometry, entropy and negentropy, and thermodynamics. After this grounding, students will have the opportunity to analyze their own creative process in terms of the principles of chaos and complexity. Pre-‘99 Competencies: PW-2, PW-F, AL-5. Faculty: Pat Monaghan.

SW 321
BIOLOGY AS DESTINY: GENETICS AND THE RE-MAKING OF HUMAN KIND
Undergraduate
From scholarly conferences which debate the site of the “gene for criminality” to mass-appeal treatises on IQ such as The Bell Curve, contemporary biological research is “turning up the heat” on the long-simmering “nature vs. nurture” controversy. The question of whether we are determined by our biology or are products of our culture is once again on the center stage of public concern. Moreover, it seems the very definition of ourselves as unique organisms is under assault. From transplanting the organs of other species into humans, test-tube babies, ans surrogate mothers - to genetic testing, DNA fingerprinting, and sex selecting - from cloning to engineering super-humans: these are but a small sample of the disturbing potential suggested by biology’s current “tinkering with life.” This course explores the intermingling of biological theories and methods, political ideologies, and social dynamics found in research such as the project to map the human genome. Primarily through lecture, we will first establish a basic knowledge of current genetics. On that basis, through discussion and class exercises, we will explore the history and present status of the shifting definition of “human nature” We will be interested particularly in how the scientific and social processes involved are influenced by class, race, culture, and gender considerations.
SW 322
EVOLUTION: A HISTORY OF CONTROVERSY
Undergraduate
The biological universe is wondrously complex and diverse. Evolutionary biologists study the processes that brought about that diversity and complexity. Evolutionary theory attempts to answer many questions. What are the different kinds of organisms? Why are there these kinds of organisms and not others? By what mechanisms do new kinds appear or old kinds change? What is a biologic species? Why do some organisms have sex while others do not? The history of evolutionary thought is a history of controversies in evolutionary thought. We will examine the evidence and arguments on all sides of a question and we will discover how that evidence and those arguments changed through time. Through lecture, readings, and hands-on activities, students will be introduced to form and content of major evolutionary debates. Through class discussion and short position papers, students will argue their opinions on these debates from the point of view of their selected competencies. Students will be expected to complete an exploratory visit to the Field Museum as a homework assignment. The Internet is a lively resource for any course on evolution. In this class, students will gain some Internet literacy as they search for sources and view newsgroup debates. They may even correspond with some of today's evolutionary thinkers. We will also have a pass-word-protected newsgroup for private class discussion.

SW 323
EARTH SCIENCE AND THE HUMAN FUTURE
Undergraduate
This course is rooted in the scientific investigation of the earth, its elements and history, with an eye toward patterns leading to probable future changes. The learning experience includes current literature in relevant disciplines, journal writing and an outdoor lab component. Pre-1999 Competencies: PW2, PW5, ALF. BA-1999 Competencies: S1A, A1E, S2C, S4.

SW 324
THE BUSINESS OF ENERGY
Undergraduate
In this class we will be discussing some of the history of electrical power generation and regulations that formed the way the business developed in the United States. We will review environmental regulations and their effect on the electrical power generation business today. We will evaluate the deregulation of the electrical generation business and discuss the facts, the pro and cons and current events occurring throughout the United States. Finally, the students will be challenged to propose solutions to avoid energy shortages in the future. Pre-1999 Competencies: PW-5, PW-G, PW-J, PW-K. PW-M. BA-1999 Competencies: S1E, S2B, S2C, S3C, S4.

SW 325
THROUGH THE EYES OF THE SCIENTISTS: THE EVOLVING UNIVERSE
Undergraduate
Science appears daunting, but few subjects are as exciting and dramatic as the ageless story of the human mind challenging itself to figure out something altogether new about our evolving universe. Through rich and varied original writings of the greatest scientific thinkers, we will explore some of the most remarkable milestones and breakthroughs in scientific thought from physics to paleontology. Famous scientific personalities will come to life in their vivid explanations of astonishing insights and experiences of discovery in their memoirs and biographies. We will glean understanding into the adventure of the creative process by looking through the eyes of the scientist and ponder the paradoxes, mystery and beauty of human life and what it means to be human. We will emphasize both the contrasts and continuity of scientific thought between the ancient and modern eras, and proceed from the premise that science is inspired by simple wonder and curiosity about the universe of life. By asking "why?", we will live science in its purest form, for each answer only sparks new questions and allows us to take the words of Einstein to heart: "The important thing is not to stop questioning. Curiosity has its own reason for existing. Never lose a holy curiosity." Competences: S4, S3E, A3G, A3X.

SW 326
ENERGY: WHAT IT IS AND HOW WE USE IT EVERY DAY
Undergraduate
Energy: what is it? Many of us take it for granted without understanding it. We typically use up to three different forms of energy dozens of times a day. Where does it come from? How do we use it? Because it is so interwoven into our daily lives, we need to be aware of how we use energy and the consequences. This course will explore these ideas while laying the foundation for basic understanding of energy in our daily lives. Topics covered will include what energy is, the different ways we consume it, the technologies behind the different ways we use energy, including different fuels, energy conversion, electricity, nuclear power, energy from water, wind power, and solar energy. Finally, we'll take a look to the future and discuss resources, costs and prices, and alternatives. Demonstrations and mini lab sessions will be included to offer students direct experience with forms of energy. Competences: S4, S1A, S3D, S2C. Faculty: John Tallarovic.
SW 327
WEB SITE DESIGN FOR ELEMENTARY SCHOOLS
Undergraduate
In this web page design course, students will design a web site for a Catholic elementary school as a service learning project in a collaboration between SNL and the Office of Catholic Education, Chicago. Depending on the size of the school, two students may volunteer to collaborate on one school or work alone. Students will meet for seven to eight classes and allocate time to meet with their school representative the other two to three classes. These meetings do not have to be traditional class time but can be scheduled at the convenience of the student and school representative. Students will receive material from their school representative that includes text and images and will collaborate with the school representative in designing the web site. Class time will include editing images, scanning, inserting sound clips and evaluating school web pages. Students must know inserting formatted text, links, tables and targets. Because of the skill level required for this project, students must apply for and be approved by the instructor before course registration. Applicants must have successfully passed the Internet Technology and Its Applications course or have significant experience in fundamentals of web page design with Netscape Composer. To apply for this course, contact Pat Szczerba at pszczerb@condor.depaul.edu as early as possible. Include the link to your current web site home page. Students will be admitted to this course who demonstrate web page design skills required to produce a quality web site for an elementary school. Pre-requisites: approval by instructor. Class is limited to 15 students. Competencies: BA-1999 H2H, S3X, A2D. Pre-1999: HCR, PWF, ALM. Course web site: www.depaul.edu/~pszczerb/sch.html

SW 328
INFECTIOUS DISEASE: A GLOBAL CHALLENGE
Undergraduate
In 1967 the United States Surgeon General announced that it was "time to close the book on infectious disease". Antibiotics had been introduced in the 1940's, there was an ever-lengthening list of diseases for which immunization was available, and many world health officials imagined a future free of infectious diseases. Yet, as we begin the twenty-first century, infectious diseases are still the leading cause of death in the world. Why? How do we begin to understand the emergence of AIDS, Ebola virus, Lyme disease or Hantavirus? How can we explain the worldwide reemergence of tuberculosis, a disease that had come close to being relegated to history books? In this online course we will seek answers as we study the nature of microbes and the complex, often interrelated factors that contribute to their ability to challenge us even as we pit our science and technologies against them. We will examine such factors as population growth, urbanization, ecological disruption, human migration and antibiotic misuse. In 1996 the Director-General of the World Health Organization announced, "We stand on the brink of a global crisis in infectious diseases." Clearly the book on infectious disease is still wide open, and we will read some of its pages. Competencies: H5, S2D, S3B. Faculty: Siobhan N' Bhuachalla

SW 329
DATABASE DEVELOPMENT FOR MANAGING INFORMATION
Undergraduate
Database Development for Managing Information is a two competence course over a full 10 week term (4 Credits) term. Using the Office 2010 tools suite (in particular Access 2010), this course takes students through the entire process for building a database system that will be used to capture, store and present information. In addition to database concepts like designs, reports and SQL queries, the students will discuss and analyze relationships between technology and society. Competences: S1D, S3X, H2B, FX.

SW 330
THE LIVING BIOSPHERE: A NEW LOOK AT LIFE ON EARTH
Undergraduate
This course will expose students to nature's dynamic synergy through a variety of integrative learning techniques using modern technology, videos, group projects and provocative readings. Students will develop a strong understanding of Gaia theory and its place in contemporary natural science. This theory, proposed by the English chemist, James E. Lovelock, conceptualizes the earth as a large nesting, interactive system of life, soil, atmosphere and ocean. Earth is assumed to be a breathing biosphere; a symbiotic world. This course presents radical and cutting-edge views of life on earth for learners' discussion, reflection and critique. Competencies: S4, S2D, S3B, L7, S1A Faculty: Donna Jones-IIsley.

SW 331
BIRDS IN THE ENVIRONMENT: ORNITHOLOGY
Undergraduate
Does habitat and biodiversity loss pertain to cities like Chicago? Could species and habitats still exist in urban areas, which are so different from jungle and ocean? The answer to both questions is yes when we look at seasonal bird migration. Birds have migrated to and from nesting and breeding sites for thousands of years. They can travel from pole to pole, not only passing through our backyards, but even staying and nesting there. The goal of our class is to experience birds and habitat that are unique to this area and to study their relationship to humans. This relationship puts birds in peril by forcing them into concentrated, small patches of habitat yet shows signs of hope in the form of protecting habitats such as our forest preserves and restoring habitats such as the Midewin prairie. Participants should expect to work in the field on some Friday evenings in addition to five Saturdays, with classroom discussion interspersed with field experiences. Competencies: S1A, S2A, S3C, S4. Faculty: Kurt Leslie
SW 332  
VIRTUAL BIODIVERSITY: EXAMINING LIFE ON EARTH  
Undergraduate  
The exploration and measurement of the amount of genetic, species, and ecological variation on earth is emerging as one of science's and society's most important and urgent endeavors. Scientific efforts to study earth's biodiversity have intensified because of our growing appreciation of the role human population growth and urbanization play in accelerating the extinction of plant and animal species through the destruction of critical habitats. Since life on earth has been diversifying for at least 3.8 billion years, but most of the biodiversity that once existed (as much as 99%) has been lost to extinction processes, we will focus on exploring what are "normal" levels of extinction on earth. Central questions addressed in this course are: How is the security of humanity dependent on biological diversity? Is a mass extinction event currently in progress on earth? Do we have an obligation to future generations to keep life on the planet as diverse as possible? Students will be introduced to major biodiversity issues through discussions, readings, lectures, labs, and original inquiry. Students are required to participate in a self-directed fieldtrip to a biological reserve and to develop a detailed research paper on a biodiversity issue of their choice structured in a scientific format. This course will employ a great variety of online biodiversity resources available at institutional websites. Subjects of the course will include: different views the biosphere; biodiversity trends in earth's fossil record; the value of and human dependence on biodiversity; biodiversity at risk; policies, economics, and technology to protect biodiversity. Competencies: S4, S2C, S3D, S2A.  Faculty: Staff.

SW 333  
THE HUMAN GENOME PROJECT  
Undergraduate  
This course presents a basic understanding of genetic principles necessary to discuss the impact on society of the Human Genome Project. Classical genetics, from its inception as a discipline, held that every organism's genetic makeup was conditioned primarily by environmental factors. Darwin summarized this by claiming that environmental pressures produced organisms whose genetic makeup ensured survival in a particular environment (the survival of the fittest). Contemporary genetics, however, is entering a new era in which both the environment and genetic technologies share in the mission of modifying an organism's genetic makeup. The project of sequencing the human genome has enabled scientists for the first time to identify health-related genes and, based on this, to design new treatments for age-old diseases. At the same time, the Human Genome Project, and genetic research based on it, is raising ethical concerns for the way genetic knowledge will impact health care into the 21st century. Genomics, as the new discipline is being called, explores this complex but fascinating world of cutting-edge genetic research. It is this very world that we will explore in our class setting through a variety of methods including laboratory investigations, class discussions, and student presentations. This class begins by meeting at Truman College. Subsequent sessions will be held at both Truman College and DePaul University's Loop Campus. You may register for up to three competencies. Competencies: S4, S1B, S2A, S2D, S3A.  Faculty: Barbara Berchieri

SW 334  
EVERYDAY CHEMISTRY  
Undergraduate  
Each day we are immersed in chemicals and are participants in and observers of many chemical reactions. This course is designed to teach chemistry and physical science through the observation and explanation of many events we observe in daily life. It has been specially planned for students who have little or no background in science. We will examine the chemistry of substances from table salt and food additives, to fuels for our cars and homes, to semiconductors, new plastics, and revolutionary materials that will improve our lives in the 21st century. This course will emphasize the interconnections in our world through science. We will address safety and the "positive" and "negative" impact of chemicals on our world. There is a chemistry kit required for this course, so that you can perform the experiments safely at home. It is available directly from Http://www.AtHomeScience.com/and is listed as ChemKit-334 Only for DePaul Univ. SW-334: Everyday Chemistry. Please order the kit as soon as you register for the course. Competencies: S4, S1A, S1E, S3A.  Faculty: Cecelia A. Radiowski

SW 335  
USING THE INTERNET TO ENHANCE YOUR CAREER  
Undergraduate  
The Internet has radically expanded the options available to people looking for employment and the alternatives available to employers looking for people. These new options are available for the most part only to people who know how to use the PC, who understand the internet, and who can capitalize on the bewildering array of resources in this new medium. This course will focus on how to make effective use of electronic media to manage and enhance your career. Students will participate in both individual and group exercises designed to sharpen their web-based research, networking, personal marketing, and communication skills. BA-1999 Competencies: S3F, FX. Pre-1999 Competencies: PW3, WW.
The twentieth century not only brought us the dawn of the Information Age, but continued to bring us rapid changes in information technology. All computer systems and applications will change over time. As business requirements change and new techniques are implemented, computers and applications will need changes to keep pace. As we begin the 21st century, computer literacy will undoubtedly become prerequisite in whatever career a student chooses. In this course, we will enhance your knowledge of Microsoft Office software applications. The class consists of some lecture and mostly computer Lab activities. We will expand your knowledge and skills required for communicating and moving information electronically by introducing you to application shortcuts and seldom used features. We will also gain an appreciation for the effect of information technology on people. The framework of this course is based on the use of Microsoft Office 2007 software to include Word, Excel, Access, PowerPoint and Office Tools with specific hands-on exercises in the computer Lab. This class assumes you have a basic knowledge of earlier versions of Microsoft Office (2000-03). We will also introduce you to features of the Vista Operating System. Competencies: S1D, S3X, S5, FX. Faculty: Michael Lightfoot

Syllabus: [http://www.snl.depaul.edu/WebMedia/People/SW_336_Lightfoot.pdf](http://www.snl.depaul.edu/WebMedia/People/SW_336_Lightfoot.pdf)

This course will address the principles of genetics with an emphasis on the genetic code of the human genome. In this course we will examine: how the genetic code is stored, how it is used, how it is evolving, how it is passed from one generation to the next, the consequences of genetic code errors, the medical, technological, legal and ethical issues associated with the human genome. We will discuss how we can, and how we should, use the information on the human genome. Competencies: S1E, S2A, S2D, S3B, S3D. Faculty: Yoav Ben-Yoseph

In ancient times, science and philosophy were one and the same. Our contemporary views of nature and the scientific method are relatively late additions to the world’s bank of knowledge. In this class, students will explore how thinkers in older societies make sense of nature. Systems to be examined include mythological approaches to explaining the natural world, and ancient laws derived from Anthropology, Archeology, Astronomy and the theories of Quantum Physics. Students may take this course for only one competence. Competencies: S3A, S3E, H2X, A3G. Faculty: Elvrid Lawrence

This course concerns the effective use of microcomputer technology for working professionals, business analysts, project administrators, and support specialists. The course utilizes a project-oriented approach to achieving computer software proficiency in a PC environment, using word processing, spreadsheets, databases, e-mail, and Internet applications. Students will analyze real-world situations, identify underlying issues and possible solutions, and apply best use of technology and available resources to accomplish tasks and goals. Students should have a basic familiarity with the use of microcomputers in a Windows environment. Competencies: S-1-D, S-5, F-X. Instructor: Staff

Today, global climate change is threatening human society. Sometimes incorrectly called “global warming,” these shifts in the earth’s weather systems have been tied to the burning of fossil fuels in industrialized countries like the United States. But we have to drive to work, don’t we? We need to heat our homes, don’t we? Besides, what difference does one person make? This course considers the way that human life is connected to the world around us. It also provides an opportunity to see how you might make changes in response to growing concern over global climate change. The course does not propose one solution over another. Rather, it encourages you to become aware of ecological issues and to determine your own answers to the questions they raise. In this class, you will learn to assess the effect of personal choices on the earth and be introduced to other possible choices. Competences: S1C, S3C, S4, FX. Faculty: Staff

The objective of this course is to provide a basic understanding of Information Technology security. It will address technology in detail approach for both home and work protection. This course will provide an overview of the objectives of security and a framework for understanding fundamentals which should be in place for an Information Technology setting to achieve an adequate security level. Competencies: H-2-C, S-3-A, S-3-X, F-X. Faculty: LeRoy Foster.
SW 343
SYSTEMS IN BIOLOGY
Undergraduate
What is human biology? What are cellular functions? Homeostasis? How, precisely, does the human being work? In this course, students will examine how biological systems work together to create a functional human. Each week, students look at a different human biological system, will examine the basic cellular makeup/anatomy of that system as well as the general functioning of that system, and then will apply that information to overall health issues. BA-1999 Competencies: S4, S1A, S2A, S2C, S2D, S3B Pre-1999 Competencies: PW2, PW4, PWG, PWH, PWK. Faculty: Patricia Stifter.

SW 344
THE INTERNET
Undergraduate
In this course, students will be introduced to the world of the Internet. Students will develop some knowledge of internet technology and how it can be useful in personal and work life. Items to be discussed include Internet history, getting connected, and such functions as email, browsing and search engines. You may register for only one competence. BA-1999 Competencies: S3X, FX. Pre-1999 Competencies: PWF, WW.

SW 345
CREATING PRESENTATIONS IN POWERPOINT, WORD, AND PUBLISHER
Undergraduate
As the workplace becomes increasingly sophisticated, more and more companies expect employees to create attractive PowerPoint presentations, use Publisher to create flyers, brochures and newsletters, and create attractive Word documents. In this course, students will learn design skills in creating work and classroom presentations using PowerPoint, Word and Publisher. Students are encouraged to use course materials from other classes and/or from the workplace and format these materials in PowerPoint, Word and Publisher. Students can then present these projects in other classes and at the workplace but are not required to do so. This course utilizes a project-oriented approach to achieving skills in presentation software. Students will analyze real-world situations, identify appropriate software solutions and apply the best software to accomplish tasks and goals. This course will also include basic Internet and Excel functions. Students should have a basic familiarity with the use of computers in a Windows environment. Course website: condor.depaul.edu/~pszczerb/pwp.html. Thursdays, Loop Campus. Competences: S5, A2X, FX, S1D. Faculty: Patricia A. Szczepanek.

SW 346
WHAT IS SCIENCE?
Undergraduate
What comes to mind when you think about science and technology? Do they seem mysterious, incomprehensible and yet powerful? Could science and the machines it creates both benefit some and harm others? In the best sense, science is about asking questions and continually questioning itself. It is considered a systematic, precise, objective way to study the natural world. Yet if science attempts to be neutral and unbiased in its approach, its results historically leave us with a bitter irony. One example is nuclear energy, it gives us terrible power to destroy and creates extremely harmful radioactive waste yet thru modern medicine using nuclear equipment, also has saved many lives and eliminated suffering. Our daily lives are governed by scientific and technological systems run by experts. Foresters know how to plant trees, but not how to establish conditions under which villagers in developing countries can manage natural forests for themselves. Engineers know how to develop technologies that benefit industries, but not how to persuade factories from polluting. How much do we really know about the definition of science and its influence on our culture? Did pre-farming cultures use science as a way of understanding their role in the world or is science a phenomenon of modern cultures? In this course, students will examine through critical thinking the nature and history of science and its effects on the future. Students will also address issues in conflicting global views of the use and abuse of technology and developing methods of sharing, controlling, and monitoring our scientific output. BA-1999 Competencies: H5, S2X, S4 Pre-1999 Competencies: HCX, PW2, PWF, PWP. Faculty: Kurt Leslie.

SW 347
ENVIRONMENTAL ETHICS: HUMAN VALUES, CULTURE AND THE ENVIRONMENT
Undergraduate
For thousands of years humans, from the time they were able to make the first tools to the production of nuclear technologies, have changed and in many cases radically altered their environment. Their perceptions (values and culture) with respect to the human relationship (and or responsibility) to the environmental spaces in which they lived and or the global commons (like space and the oceans) for the benefit of their current or future society has been critical in influencing the way in which the integrity of the environment and global commons has been impacted. This course will provide a survey of various environmental ethics that have emerged during human history among Western and non-Western cultures; and how these divergent environmental ethics have shaped and influenced not only planetary but space ecosystems. This course will also examine the consequences of environmental ethics on past current and future human societies from economic, political, social and environmental health perspectives. This course is an excellent elective for business, education, religion, sociology/anthropology and science/engineering focus area who seek to understand the foundations and ramifications of human ethics, values and culture on decisions and policies which impact the global environment (or ecosystems). Competencies: A3C, A4, S3C, S4, FX. Faculty: Sylvia Hood Washington, MSE, Ph.D., ND.
SW 348
NATURE WRITING
Undergraduate
Observation is the beginning of science. It is also the beginning of the process of writing. This class is designed to encourage you to observe the natural world and to write clearly about it. Thus you will be simultaneously strengthening your observational skills and your expressive skills. You will observe a single natural setting over the course of a quarter, writing short prose pieces that follow specific guidelines. Some of these pieces will be posted on the class website for those outside the class to read, thus providing you with an experience of online publication. Basic skills in grammar and punctuation are assumed; although it is not a prerequisite, you will find it helpful to have completed College Writing before you start this class. Competences: A2A, A2X, S1A, S1X, S4. Faculty: Patricia Monaghan.

SW 349
RELATIONSHIPS BETWEEN PLANT AND HUMAN LIFE
Undergraduate
The purpose of this course is to increase student's awareness and understanding of plant structure, function and diversity, and to help students discover past, current and potential future uses of plants. This course uses Ethnobotany to help students understand how the scientific process leads to new understandings about how our world works and how it can aid us in understanding ways we use science in our lives. Specific learning objectives of the course are to understand and appreciate: (1) plant structure and function and the relationship between the two, (2) plant adaptations and how these adaptations affect the distribution and abundance of plants in nature, (3) the diversity of plants and the ways in which botanists group plants, (4) the way that science contributes to our understandings of how the world works and informs our decisions of how we want our society to be. Note: This course is also being offered to traditional-age Barat students. Dr. Berchiolli is an experienced SNL instructor who uses methods of instruction most conducive to adult students. SNL students will attend the first five weeks only. Competencies: S1A, S2C, S3C. Faculty: Barbara Berchiolli.

SW 350
P90/CAPSTONE SEMINAR: PHYSICAL WORLD
Undergraduate
Capstone Seminar is designed to permit students to explore a topic as a group integrating various methods of inquiry. Pre-99 students will address one set of capstone competencies of their choice (HC-9, HC-10; PW-9, PW-10; or AL-9, AL-10). BA-99 students may address the Advanced Electives (E-1, E-2). Specific assessment and evaluation criteria as well as learning activities will be articulated by the instructor for a particular section of the course. * Successful completion of Major Seminar or Research Seminar is required to register.

SW 352
TECHNOLOGY, TRAINING, AND HUMAN PERFORMANCE
Undergraduate
What Robinson & Robinson describe as “the shift from providing training to improving performance" has been cited as a top priority in our fast-paced, global economy. This course covers the principles of training and human performance through an analysis of real case studies in a number of work environments. The course will also present the necessary technology and instructional design tools so that students can design their own training program and develop a basic training and performance plan that reflects their own work environments. I will presume that students enrolling in the course have basic computer skills, including the ability to use and save work with Microsoft Word. Competencies: H-2-X, S-1-D, S-3-X, F-X. Faculty: Ruth Gannon Cook.

SW 353
THE CREATIVE BRAIN
Undergraduate
While brain structure and function can seem daunting, exploring this organ from the perspective of creative output gives learners a non-threatening frame of reference to which all can relate. Learners will look into traditional and contemporary theories of both creativity and brain versus mind, as well as how creativity is perceived in society. Competences: A3G, A5, H3X, S2A. Faculty: Staff.

SW 354
INTEGRATING MS OFFICE APPLICATIONS FOR REPORT WRITING
Undergraduate
Students will use an array of Microsoft applications and the Internet to set up a marketing conference spanning several days. They will create documents and solve problems using multiple applications to complete these tasks more efficiently. Competences: S-5, S-1-D, S-1-X, A-2-X, F-X. Faculty: Alexander Bodak III.
SW 355
COMPUTERS AND SOCIETY
Undergraduate
This course explores how computing technologies such as computer software, hardware, and networking have affected our society. You will examine the basics of how these technologies work and how they have affected areas of human endeavors. We will examine how these technologies changed, improved, simplified and complicated society. Competences: S1E, S3A, S3F, H2G. Faculty: David Lash

SW 356
DATABASE DESIGN AND IMPLEMENTATION FOR SMALL BUSINESS APPLICATIONS
Undergraduate
This course will teach non-computer literate persons to be able to translate a business problem into a conceptual database design, and further to convert the design into a database application using Microsoft Access. By the end of the course, the student should be able to apply knowledge to the following: (1) describing basic database concepts and using common database terminologies; (2) designing databases using appropriate designing notations; (3) translating a schema into a database application in Access; (4) conducting simple user-interface design; and (5) designing small business-based applications. Competences: A5, S1D, S3E, FX. Faculty: Staff

SW 357
URBAN GEOGRAPHY: THE STUDY OF CITIES
Undergraduate
Course topics include the following: early settlement patterns, their political and social development; transportation mechanisms and their impact on concentrated centers of population; consumerism and trade; locational factors for settlements; neighborhood development, from ghettos to gentrification; urban planning issues; ethnic diversity, poverty and social planning; the built environment of structures; modes of communication with respect to technology, its impact on the global population; comparisons/contrasts of contemporary development between global world cities and American cities. Competencies: A3G, H1H, H5, S3X. Faculty: Nadine Bopp

SW 358
INTRODUCTION TO SPREADSHEETS
Undergraduate
This is an introductory course will use Excel 2003 (Office XP). Topics include spreadsheet basics, formatting and printing, formulas and functions, charting, and data management. No prior knowledge of spreadsheet software is required; however, students are expected to have a working knowledge of Windows. Upon successful completion of this course, students will be able to do the following: create and test spreadsheets using Microsoft Excel 2003; explain and use functions, create pie, bar, column, and line graphs; explain and use linking and embedding; use clip art to add visual interest to a spreadsheet; and explain and use data management capabilities such as data forms, query, filter, subtotals, sort, and pivot tables. Competencies: H2C, S3A, S3X, FX. Faculty: LeRoy Foster

SW 359
EVERYDAY BIOMEDICAL ETHICS
Undergraduate
Right, wrong. Sometimes right, rarely wrong" Wrong for children, right for women" Biomedical issues are in the news almost every day, and often it's hard to understand what to think, even less how to think, about their ethical implications. Some ethical issues have a long history and substantial background, while others are so new that even ethical experts struggle. How can a non-expert intelligently read and understand what's published? Competencies: A3G, A4, H4, S1B, S3X. Faculty: Staff

SW 360
SOCIETY AND INFORMATION TECHNOLOGIES
Undergraduate
Humans have a long line of technological advances that includes tools, weapons, transportation, mechanical, industrial, and medical advances. On one hand, the computer is just another invention that is part of this long line of technological advances. On the other hand, the ability to program the computer makes it different with an incredible diversity of uses. Computer technology has made large impacts in diverse areas such as sports management, health care, employment, manufacturing, education, defense, and automobiles and many other areas. This course explores how computing technologies such as computer software and hardware, and networking has affected our society. Students will examine the basics of how these technologies work and how they have affected areas of human endeavors. We will examine how these technologies changed, improved, simplified and complicated society. Competencies: S3A, S3F, H2G. Faculty: Staff
SW 361
INTRODUCTION TO COMPUTER PRODUCTIVITY
Undergraduate
Microsoft Office is the most ubiquitous application suite in personal computing. There is little Office cannot do, from document creation and editing, e-mail and scheduling, spreadsheet and database management, desktop publishing, image editing and even Web design. In this course, we will explore several component applications of Office 2007, focusing on word processor Word, spreadsheet Excel and presentation software PowerPoint, with the goal of developing facility with each application individually and using an integrated approach. Competence: S5. Faculty: Staff

SW 362
INSTRUCTIONAL DESIGN FOR TRAINING
Undergraduate
This course will look at instructional design in much more depth than the Technology, Training and Human Performance Course. In this course, the student will study what Instructional Design is, how it works, and why it is important in the design of all types of career and educational training. The course will present various models of instructional design, then have the students design actual instructional training modules. Competencies: FX, S2X, H2X, H3X. Faculty: Ruth Gannon-Cook

SW 363
THE SCIENCE OF YOGA
Undergraduate
Yoga is an ancient system of spiritual development and transformation. In the process of spiritual development the practitioner of Yoga acquires a wide array of physical and psychological benefits that improves health and well being. Yoga and meditation (meditation is a branch of Yoga) has been demonstrated to be effective in relieving stress, treating anxiety and depression, preventing and healing injuries and improving the functioning of children with special needs. The Science of Yoga will explore the positive physical and psychological benefits of Yoga from a scientific perspective. We will examine scientific studies that have been done on the effects of Yoga and meditation to gain an understanding of why this system of spirituality has become an increasingly integral part of modern health and fitness practice. The ancient origins and philosophical foundations of Yoga will be evaluated in the context of modern understanding of physiological and psychological processes. Students in this class will practice Yoga and meditation techniques and keep a journal of the effects that they experience. They will compare their experiences with the data from scientific studies. Students will also share and compare their experiences from practicing Yoga and meditation with their classmates. Competences: S4, S1X, S1C, S2C. Faculty: Elvrid Lawrence

SW 364
WOMEN OF SCIENCE
Undergraduate
Students will explore the contributions of women scientists through recorded history, the essence and importance of their work, the social world in which they worked and their contemporaries, and the challenges they faced at various times in history. Each student will select a scientist about whom he or she will develop a final project, to include: biographical data, a synopsis of the scientist's socioeconomic and political world, description of her work and how it affected contemporary understanding of the world. Also, students will work in teams of 2 or 3 to find and present initiatives undertaken since 1945 to encourage involvement of women in science, math and technology fields. Competencies: A3C, H1B, H4, S1E, S3A. Faculty: Jennifer Holtz

SW 365
ADDICTION STUDIES
Undergraduate
Humans are an intensely curious species. This trait has led us to discover substances which make us feel calmer, more alert, more powerful, more connected to or more distant from our surroundings. Today we live with a wide array of drugs that affect mind and body. Whether we desire to feel light-headed, euphoric and relaxed or have our senses heightened there is a psychoactive drug available to alter our consciousness. Some of these drugs, such as alcohol, nicotine, caffeine, and inhalants, are legal in our society. Others such as stimulants, narcotics, hallucinogens, anabolic steroids, and prescription drugs for mood disorders, are legally restricted. When used appropriately many of these substances have the capacity to enhance our lives. Inappropriate use, however, carries the risk of addiction - often accompanied by personal, social and economic decline. This is an introductory course in the field of addiction studies. In this course we will examine the relationship between drugs and behavior, the personal and social concerns of drug-taking behavior and how drugs work in the body and mind. Legal and legally restricted drugs as well as medical drugs will be discussed. We will also cover issues of prevention, treatment and education. By the end of this course students will understand (1) the differences between use, abuse and addiction to drugs; (2) the extent of substance abuse in the United States today; (3) the legal, social and cultural ramifications of substance abuse; (4) methods of treatment and prevention of substance abuse; (5) major classifications of addictive substances; and (6) how drugs work in mind and body. This course will be a mix of lecture, discussion, videos and other supplemental materials. In addition to their competence papers, students will work in small groups on projects related to addiction and will present their group's findings to the class. Competencies: A-3-X, H-2-A, H-3-F, S-2-C, S-3-B. Faculty: Robert Mills
SW 366
EXPRESSIVE ARTS THERAPY
Undergraduate
Expressive Arts Therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts—poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture—are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class. Competencies: A-2-A, A-5, H-3-X, S-3-B. Faculty: Joan Cantwell

SW 367
LEISURE, RECREATION, AND HEALTH
Undergraduate
This course will stimulate your thinking about the meaning of leisure in your life. Leisure today and historically has been central to the human experience. It is an elemental experience, essential to the total well-being of every person; it is a reflection and expression of the cultural values of a society; it is an important vehicle for treatment. Leisure and recreation services are also essential for healthy communities in terms of social climate, environmental quality, and economic stability. Leisure services comprise one of the largest and fastest growing industries in the world, whether measured in dollars spent, persons served, hours of time devoted, or resources used. The study of leisure and recreation is a broad discipline, combining diverse fields of study and professional practice. This course will (1) illustrate the importance of leisure to you and your loved ones, (2) contribute to your ability to become an informed consumer of leisure, (3) question the binary relationship of work and leisure and, (4) teach you how to use leisure to increase emotional and physical health, resulting in a higher quality of life. The course will be interactive and participatory. Competencies: A3D, H3F, H4, S1X. Faculty: Dan Hibbler

SW 368
ADVANCED POWERPOINT AND WORD
Undergraduate
Essential prerequisites: S5 skills in PowerPoint and Word In this advanced course, students will master higher level skills in PowerPoint and Word and study beginning principles of design. Course skills include organizing content, formatting content, collaborating on documents, and formatting and moving documents. This course will begin with studying the Microsoft Certificate Exams for PowerPoint and Word. Prerequisite skills: The following functions will not be “taught” but students will use them as the foundation for the advanced skills in this course. PPT: Students must be able to create slides, and insert a master slide, Draw toolbar elements, websites and sound. Word: Students must be knowledgeable in using the Draw toolbar, inserting web images, text wrapping, cropping images, and setting tabs. Materials: flash memory stick at least 128K and textbook. Course website: condor.depaul.edu/~pszczerb/apw.html Competences: A2D, A2X, S1X, FX. Faculty: Pat Szczerba

SW 369
CHRONIC ILLNESS: WHEN SOMETHING IS ALWAYS WRONG
Undergraduate
Everyone has either a disorder or a relative with a disorder, but often we focus only on the clinical information that physicians give us, especially since they can't quantify suffering and impact. We would do a bit of applied anatomy, but look at the psychosocial aspects of chronic illness as well, working primarily from “The Illness Narratives: Suffering, Healing, and the Human Condition” (Kleinman) Books about $50. Competences: H3F, S1B, S2A, S3B. Faculty: Jennifer Holtz

SW 370
SEXUAL HEALTH AND DEVELOPMENT
Undergraduate
This course will introduce students to a variety of topics related to human sexuality. The course will begin with a historical view of sexuality and lead to an analysis of current topics in sexuality related to health and physical development, culture and politics. The format of the course will consist of class meetings every other week and attentive participation to the online discussion board in between class sessions. Students will be required to read articles provided by the instructor and discuss them during class and on the course discussion board. The course will be divided into several modules related to sexual and physical health, relationships and gender issues, atypical sexual behavior and the roles of spirituality, culture, media, gender and aging. Students will participate in class presentations and present research on the web board related the competencies taken in the class. Competences: A1D, H3F, S4, S3B. Faculty: Dr. Anna Maria Wegierek
Dinosaurs are one of the most diverse and successful groups of vertebrates in earth's history. Originating over 220 million years ago, they dominated earth's land biomes for over 150 million years and diversified to include the largest land animals in earth's history, a wide range of aquatic groups, and even a diverse clade capable of flight (the birds). Consequently, mammals remained in the background as small nocturnal creatures during the dinosaurs long reign. Only after a cataclysmic extinction event 65 million years ago involving most dinosaurs groups did the mammals diversify into modern groups including our own primate lineage. This course will introduce students to the remarkable dinosaurs, tracking their origin, surveying their success, and evaluating their decline. Learning will emphasize investigation of the forms, function, and variation within the major dinosaur groups as well as the connections of dinosaur evolution to diverse factors such as climate change, ecology, biological competition, and mass extinction. The course learning activities will encompass discussions, readings, lectures, labs, internet resources, museum resources and original inquiry. Competencies: S1B, S2A, S4. Faculty: Kevin Downing. Syllabus: http://snl.depaul.edu/WebMedia/People/SW_371.pdf

In this course, students will be introduced to common computer applications in MS Office 2003: Word, Excel, Power Point, Access and Outlook. Students will also learn how to use internet Explorer and Netscape browsers as well as learn how to navigate the Web, mark favorite pages, save pages, set options and security levels. We will explore PCs and Mac operating system environments; reviewing their similarities and differences. Finally, we will develop basic technical skills in designing and managing home networks in terms of connections, security, and wireless systems. Competences: S5, S1D, FX. Faculty: Zaya Khananu

Teacher candidates will observe and interact with infants and toddlers (25 clock hours). Appropriate assessment and intervention methodologies will be emphasized. COREQUISITE: SCG 404.

Teacher candidates will observe and interact with young children and their families in programs, family conferences and home visits (25 clock hours). They also will observe and work with families of young children with special needs.

Students will observe and interact with preschool-age children (25 clock hours). Appropriate early childhood curricula will be emphasized. COREQUISITE(S): T&L 407. Advanced Teacher Candidate Standing is a prerequisite for this class.

Students will observe and interact with and teach primary-age children (25 clock hours). Appropriate curricula for children in the primary grades will be emphasized. COREQUISITE: T&L 408. Advanced Teacher Candidate Standing is a prerequisite for this class.
T&L 404
INTRODUCTION TO ELEMENTARY EDUCATION
Graduate
This is the first in a sequence of theory and practice courses that serves to familiarize teaching candidates with the world of elementary and middle schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with schools and classrooms including: social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections and papers serve as initial foundation for the development of teaching philosophies. COREQUISITES: For T&L EE majors, concurrent enrollment in SCG 403 and T&L 583 is required.

T&L 406
LANGUAGE DEVELOPMENT OF THE YOUNG CHILD
Graduate
This course will focus on the development of language in young children, including techniques and materials for use in assessing and enhancing speech and language development. Emphasis will be on issues relating to second language learners and young children with special needs. PREREQUISITE: SCG 404.

T&L 407
PREPRIMARY PROGRAMS: CURRICULUM AND STRATEGY
Graduate
Students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, creative, and cognitive development of preschool children from diverse cultural and socioeconomic backgrounds. Methods of facilitating children's play; individualization through building on children's experiences, learning styles and interests; using media; and developing learning centers will be emphasized. Assessment practices are incorporated in this experience. PREREQUISITE: SCG 404. COREQUISITE: T&L 402.

T&L 409
PROFESSIONAL PRACTICE IN ELEMENTARY SCHOOLS
Graduate
This course is an introduction to the professional roles required of elementary school teachers. Students will develop a knowledge-based framework for considering the many factors involved in decision-making in an elementary classroom. This framework will serve to guide students as they create a social studies curriculum unit, which integrates planning skills, teaching strategies, classroom management and evaluation techniques. Daytime clinical hours are required during this course. (Only for Dual Cert majors).

T&L 410
CHILDREN'S LITERATURE AND FAMILY LITERACY
Graduate
This course addresses literacy development in young children and the roles of families and early childhood programs in fostering that development. Strategies for enhancing literacy, such as word play, storytelling, conversations will be provided and all appropriate genres of children's literature will be explored. Finally, the course features appropriate poetry, early books for infants and toddlers, read-aloud materials, and all genres of children's literature for young children.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 411
ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION
Graduate
Candidates will study, use, and evaluate early childhood assessment methods and tools that are appropriate for young children with diverse learning, cultural, and socioeconomic experiences. Focus of the course is on the teacher candidate's acquisition of knowledge and skill regarding an array of formal and informal assessment instruments and techniques used to gather information needed for making decisions about typical and atypical children served in individual and group learning situations. Focus is directed toward the development of curricular goals and instructional approaches that evolve from the assessment information. Such information is used to create learning plans, including Individualized Family Service Plans (IFSP) and Individualized Education Plans (IEP), serving child and family responsively.

Advanced Teacher Candidate Standing is a prerequisite for this class.
EMERGING READING AND LANGUAGE ARTS

Graduate

This course focuses on the curriculum content and sequence, instructional and assessment strategies as well as considerations integral to the creation of authentic, effective emergent literacy environments and engagements for pre-kindergarten through third grade. Theory and practice principles are woven into course assignments and required field experiences designed to observe, teach, and reflect upon instructional decisions made for individual as well as groups of children. Prevailing curricular and instructional models (e.g., code-based, meaning-oriented, balanced) and their histories are compared and contrasted. The influences of development, home language(s) and dialect(s) (especially those of U.S. metropolitan areas), and educational settings are studied and applied to candidate instructional planning and teaching. Case studies and lesson planning facilitate the application of course content. PREREQUISITE(S): For T&L EE majors prereq is T&L 404 and advanced standing; for T&L ECE majors prereq is T&L 408 or T&L 432 and Advanced Standing. COREQUISITES: For T&L EE majors, concurrent enrollment in T&L 416 and T&L 583 is required.

Advanced Teacher Candidate Standing is a prerequisite for this class.

READING/LANGUAGE ARTS IN THE MIDDLE GRADES

Graduate

This course extends Emerging Reading and Language Arts to facilitate increased independence in students as strategic readers and competent writers. It focuses on the further development of reading comprehension and writing abilities in the intermediate grades and middle school. Emphasis is placed on the complex nature of literacy addressing issues such as content-area literacies, learning in and across languages, and critically consuming and producing a wide variety of texts (including online, multimedia and print based). Application of course material is facilitated through fieldwork focusing on the design, teaching, and reflection on literacy lesson(s) for intermediate learners.

PREREQUISITE(S): T&L 412 and Advanced Standing. COREQUISITES: For T&L EE majors, concurrent enrollment in LSI 446 and T&L 583 in a public school is required.

T&L 415

TEACHING AND LEARNING ELEMENTARY SCHOOL SCIENCE

Graduate

This course is an introduction to materials, methods and strategies for helping students in grades K-8 become scientifically literate: ie., to understand the nature of science and its impact on technology and science. Particular attention will be given to theoretical views about how children learn science, the proper use of materials and equipment, the development of scientific thinking, e.g., skills in observing, classifying collecting, and interpreting data, questioning strategies, and ways to assess student progress. Inquiry based lesson plans and case studies invite application of course content. Daytime field required during this course. PREREQUISITE(S): T&L 409 or T&L 404, & Advanced Standing and for T&L EE majors completed application to student teaching. COREQUISITES: For T&L EE majors, concurrent enrollment in T&L 419 and T&L 584 is required.

Advanced Teacher Candidate Standing is a prerequisite for this class.

TEACHING AND LEARNING ELEMENTARY SCHOOL MATHEMATICS

Graduate

This course is an introduction to materials, processes for developing, and strategies for mathematical literacy in grades K-8. Particular attention will be given to the theoretical views about how children learn mathematics, the proper use of manipulative materials, the development of mathematical thinking, e.g., skills in estimation, pattern recognition, or spatial perception; the use of technology, and ways to assess student progress. Lesson planning, teaching, and critical reflection are an integral component of this course. Clinical hours required. PREREQUISITE(S): T&L 409 or T&L 404 and Advanced Standing. COREQUISITES: For T&L EE majors, concurrent enrollment in T&L 412 and T&L 583 is required.

Advanced Teacher Candidate Standing is a prerequisite for this class.

LEARNING THROUGH THE ARTS (FORMERLY CDG 418)

Graduate

This course focuses on the arts (visual art, music, drama and dance) as an integral component of teaching and learning in the elementary school curriculum. Students will explore a variety of art forms and disciplines to develop a critical aesthetic and artistic vocabulary. Students learn to help children utilize artistic media in the exploration and expression of thoughts and feelings. Emphasis is placed on design, construction, and implementation, and assessment of authentic conceptual classroom arts activities that integrate the arts with other classroom curricula. Daytime clinical hours (10) are required during this course. COREQUISITES: For T&L EE majors, concurrent enrollment in SCG 408 is required.
T&L 419
CURRICULUM AND STRATEGIES: SOCIAL STUDIES
Graduate
This course is an introduction to an integrated view of social studies for engaged citizenship. Through the study of strategies (such as concept formation, historical inquiry, role-play, etc), materials (such as primary sources) teacher candidates will learn and apply principles of curricular integration to create curriculum/units that engage elementary learners in the exploration of issues, ideas, and perspectives that impact our world. PREREQUISITE(S): T&L 409 or T&L 404, & Advanced Standing and for T&L EE majors completed application to student teaching. COREQUISITES: For T&L EE majors, concurrent enrollment in T&L 415 and T&L 584 is required.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 420
MATH AND SCIENCE IN EARLY CHILDHOOD
Graduate
Students will explore theoretical principles, materials, methods, and activities for teaching and integrating mathematics and science in preschool and primary grades. Students will conduct clinical observations and complete individualized teaching assignments. PREREQUISITE(S): SCG 404, T&L 432 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 421
CHILD AND FAMILY IN THE MULTICULTURAL COMMUNITY
Graduate
This course will focus on understanding the diversity of children and families in approaches to development, learning, and disability. It will examine how teachers may provide a curriculum and environments within the context of family and community that honor the families' and communities' beliefs, values, and practices. In addition, ways to develop and maintain productive and collaborative relationships between professionals and families, communities and other professionals across the range of systems are examined.

T&L 422
CLASSROOM ASSESSMENT
Graduate
This course focuses on study, use, and evaluation of assessment practices in diverse, K-8 contexts. Assessment is addressed as part of instructional systems, attending to issues including: the appropriate use of standardized measures, formal and informal classroom assessment, portfolio development, as well as reporting to all stakeholders. This course also emphasizes ways of involving students and parents in assessment processes, how to observe and assess children individually and in classroom settings, and the use of numerous technologies as components of a classroom assessment system. PREREQUISITE(S): SCG 403, T&L 404, and one Curriculum and Strategies course (e.g., T&L 412, T&L 413, T&L 415, T&L 416, T&L 418, T&L 419).

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 423
UNDERSTANDING YOUNG CHILDREN'S BEHAVIOR
Graduate
This course focuses on understanding children's observable behaviors and environmental and biological factors, that effect young children's behaviors (ages birth through 8). It will provide students with techniques to identify and effectively address negative behaviors in young children by using principles of Applied Behavior Analysis, and Functional Behavior Assessment. General classroom management techniques will also be examined. Completing 15 hours of field experience in an early childhood special education setting is part of requirement for this course.
T&L 424
INTRODUCTION TO SECONDARY EDUCATION
Graduate
This course is an introduction to the DePaul Secondary Education program as well as the professional world of secondary school teaching. In this course, candidates develop the knowledge and skills necessary for being a reflective practitioner. Candidates focus on understanding themselves (professional identity) and their behaviors in teaching situations with students in schools. These insights, combined with subject-matter knowledge, guide the development of various course assignments. Candidates will learn how to observe effectively in a school setting, to identify school governance issues, to understand school environment and the current social issues that shape it, and will experience a variety of teaching methods and resources for their future teaching. Candidates will acquire knowledge of important social concepts and theories that affect education, especially as they affect educational change in urban societies. As candidates become aware of differences in individual, ethnic, and cultural group attitudes, values and needs, they also will learn to recognize the complexities of teaching and learning in a pluralistic society. Candidates will be committed to teaching as a responsible professional who acts ethically as well as in a collegial fashion. In addition to class attendance, candidates are required to complete 15 daytime fieldwork hours as part of the course. This course is a prerequisite to T&L 425. It is highly recommended that this course be taken concurrently with SCG 406.

T&L 425
CURRICULUM AND INSTRUCTION IN SECONDARY EDUCATION
Graduate
This course will examine materials, methods, and techniques appropriate for teaching in secondary schools. Topics include writing instructional objectives, developing lesson plans, designing a curriculum unit, understanding classroom management and assessment related issues. Students will be encouraged to reflect upon their own emerging educational philosophies as well as draw from previous courses they have taken. Students will be given many opportunities for planning, using and evaluating a variety of instructional strategies while preparing and teaching a micro lesson in front of their peers. Students will be committed to teaching as a professional acting responsibly, ethically, and collegially in accordance to Vincentian Personalism. Prerequisite course: T&L 424

T&L 424 is a prerequisite for this class.

T&L 426
TEACHING WRITING
Graduate
Prepares for teaching writing and composition at the middle and secondary school levels. The course focuses upon methods of teaching composition, examination of literature and research about the composing process, the development of language and reading skills, and the assessment and evaluation of writing. The development of writing curriculums will also be explored. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 427
YOUNG EXCEPTIONAL CHILD
Graduate
This course introduces students to the field of early childhood special education including the Early Intervention System. Characteristics of infants, toddlers and young children with special needs as well as, methods of working with different disabilities during early years will be explored. Strengths and needs of families of young children with disabilities and collaboration with family members will be emphasized. Completing 15 hours of field experience in an early childhood special education setting is a part of this course’s requirements of the requirements for this course.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 428
TEACHING LITERATURE
Graduate
Prepares for teaching literature at the middle and secondary school levels. Examines contemporary issues in the teaching of literature, explores methods of teaching major literary genres, addresses problems of literacy and focuses on the transactional nature of reading and writing. Emphasis on developing a repertoire of ways of teaching literature and a variety of literature curriculums. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.
T&L 429
TEACHING YOUNG ADULT LITERATURE
Graduate
This course is devoted to the study of Young Adult Literature: an exciting, emerging field. Issues and ideas to be examined include the following: current debates regarding issues in curriculum and teaching; selecting, reading, evaluating, and teaching young adult literature; cultivation of life-long reading habits and literacy development. Students will become familiar with major writers of young adult literature, read diverse texts, explore major genres, review award winning novels, consider the role of the media, and develop creative projects.
PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.
Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 430
TEACHING LITERACY K-12
Graduate
This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum: level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

T&L 431
EARLY LANGUAGE AND LITERACY DEVELOPMENT
Graduate
This course will focus on enhancing language development and promoting early literacy in young children. It addresses instruction and assessment of language and literacy skills. Students will learn how family/child and teacher/child interactions promote language and literacy development and learning. Implementation of language and literacy curricula and activities that lead to growth in the key areas of literacy development for preschool and primary aged children will be explored. (Combination of previous T&L 406 and T&L 412).

T&L 432
EARLY CHILDHOOD CURRICULUM STRATEGIES AND PHILOSOPHY (BIRTH-8)
Graduate
Operating from a constructivist curricular perspective that considers individual child and the social learning context, students will plan, implement and evaluate activities that promote the physical, emotional, social, spiritual, aesthetic, creative, and cognitive development of young children from diverse cultural and socioeconomic backgrounds. Methods of) facilitating children's play; individualization through building on children's experiences, learning styles and interests; using technology and, developing learning centers will be emphasized. A variety of teaching methods and classroom management strategies will be discussed and illustrated, including teacher led instruction and student-centered instruction. Students will be encouraged to reflect upon their own emerging educational philosophies and teaching styles as they take part in laboratory and field experiences. Many opportunities for planning, using and evaluating a variety of teaching methods will be offered. Each student will write at least one teaching unit on a primary social studies theme. Prerequisite: Child Growth and Development: the Early Years, taken concurrently with T&L 402). (Combination of previous T&L 407 and T&L 408)
Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 433
EARLY CHILDHOOD SPECIAL EDUCATION STRATEGIES
Graduate
This course focuses on a range of curricular and instructional strategies that foster individual abilities and meet the individual learning needs within the contexts of group and individualized instruction in a variety of learning situations: classrooms, community and home environments. Teacher candidates acquire knowledge and skill to develop individual long-term and short-term educational service plans based on knowledge of children?s needs and abilities; families? goals, priorities, and concerns for their children; communities; content areas; and early childhood curriculum goals. (Replaced HSC 408).
T&L 436
TEACHING AND LEARNING SECONDARY SCHOOL MATHEMATICS
Graduate
Prepares for teaching mathematics at the middle school and secondary school levels. Examines contemporary issues in teaching mathematics, methods of teaching secondary mathematics, and recent history in mathematics curriculum development of alternative teaching strategies and the implementation of the NCTM Standards. Lesson and unit development, evaluation and classroom management also will be discussed. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 439
METHODS OF SECONDARY SCIENCE EDUCATION
Graduate
This course is designed to update teachers in the methods of teaching science. This involves reviewing the processes of science, theories of learning, and instructional strategies appropriate to laboratory science. This course also provides an update on the current trends and issues in science education as well as an analysis of successful science curricula programs. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 440
EARLY CHILDHOOD EDUCATION CROSS-CULTURAL STUDIES
Graduate
The course will discuss the historical, philosophical and cultural foundations of the education of young children in a multicultural society, emphasizing the role of ethnicity in development of young children within the context of families, childcare centers, and educational systems. Topics include: history of immigration and predictions for the future; the effects of population shifts on the education of English Language Learners; the impact of laws, litigation and executive orders on bilingual/English-as-a-Second-Language education; understanding cultural and linguistic differences regarding locating and using educational resources.

T&L 441
EARLY CHILDHOOD METHODS AND MATERIALS FOR ENGLISH LANGUAGE LEARNERS
Graduate
This course will discuss best practices in teaching and learning in ESL and bilingual early childhood classroom contexts. Students will learn about different approaches and methodologies currently used to support the development of listening, speaking, reading and writing in social and academic contexts in learners of English as a second language. Curriculum based-assessment, cultural awareness and self-reflective practice will also be addressed.

T&L 442
EARLY LITERACY DEVELOPMENT AND SECOND LANGUAGE ACQUISITION
Graduate
This course will examine the process of learning and using a second language. Research in second language acquisition (SLA) is multi-disciplinary in nature, reflecting the complexity of language learning and use. Linguistic, psychological and social processes that underlie language(s) learning and use will be introduced and applied to the understanding of this learning in young children. In this course, language acquisition theory concerning relationships between early literacy and oral language development in first and subsequent languages will be addressed.

T&L 443
ASSESSING YOUNG BILINGUAL/ESL LEARNERS
Graduate
This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL. Children?S language learning in ESL or language learning of children in EST and bilingual early childhood and early elementary educational settings. The different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment in academic areas for early elementary ELLs will be explored.
T&L 444
EARLY CHILDHOOD BILINGUAL/ESL PRACTICUM
Graduate
This course will focus on application of the theories in effective teaching practices, and assessment procedures appropriate for young English Language learners. It will emphasize on application of knowledge gained from previous ESL/ELL courses, and demonstration of skills necessary to work collaboratively and effectively with families of young English Language learners. Professional behaviors that respect, value, and support all children's native language and culture will be reinforced.

T&L 449
TEACHING MODERN LANGUAGES
Graduate
Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation and classroom management will also be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 2). PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing. (CROSS-LISTED: WLE 349)

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 450
METHODS OF TEACHING WORLD LANGUAGES IN THE ELEMENTARY SCHOOL
Graduate
This course is designed to provide training in the theory and methods of teaching Foreign Languages in the elementary school (FLES) to both pre- and in-service teachers. Pre-service teachers include World Language majors interested in elementary school teaching and elementary majors who are proficient in a world language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a world language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling. Issues surrounding elementary methods are discussed and deliberated through university classroom experiences as well as required field experiences (15 hours, minimum; level 2).

T&L 453
TEACHING HISTORY AND SOCIAL SCIENCE IN SECONDARY SCHOOLS
Graduate
Teaching, History and Social Science in Secondary Schools. Prepares for teaching history and social sciences at the middle and secondary school levels. Examines the nature and purpose of history and social sciences curriculum within secondary schools, the current status of social studies materials and practices, and issues confronting today's secondary social studies teachers. Emphasis on alternative teaching strategies, resources for teaching and learning, teachers' responsibilities in curriculum development and decision-making, and methods and materials for addressing cultural diversity. Lesson and unit development, evaluation and classroom management also will be discussed. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 455
READINGS IN AMERICAN HISTORY
Graduate
Prepares students for teaching American history at the secondary level. Readings focus on the foundational texts of American history from the colonial era to the late 20th century, with an emphasis on gaining content knowledge and applying it to teaching in the secondary classroom. Class discussions focus on matters of interpretation, evidence, and historiography.

T&L 465
ART AND PEDAGOGY
Graduate
This course surveys the trajectory of visual thoughts and explores strategies in art production and distribution (e.g., documents, writing, and practice) used by artists, art educators, and visualists. This course examines the visual arts in and out of space where learning occurs and explores the (in) effectiveness of the visual arts when intersected with pedagogical practices. The course presents a foundation in the social, historical, cultural, and political influences on visual thinking and explores the interpretation of visual production as language, information, curriculum, activism, design, and new media within multiple working spaces. Site visits required. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.
T&L 466
TEACHER AS ARTIST
Graduate
This course investigates strategies for creative enterprise and visual studies and includes art projects and site work, reading, investigations, multi-media projects and writing. Through the use of various media and technologies, students explore methods for teaching, authoring, and/or collaborating in preparing visual arts curriculum. The course explores teaching practices in space where technology, youth, and social and educational elements intersect. Teaching practices within diverse settings are considered as well as the contribution of artists, writers, place makers, teachers, designers, and cultural workers. Site visits are required. PREREQUISITE(S): T&L 405 or T&L 425 and Advanced Standing.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 481
INTERNSHIP IN PRESCHOOL SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Graduate
Candidates conduct 75 hours of intense supervised field work in preschool during the winter quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 310: Preprimary Programs: Curriculum and Strategy (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

T&L 482
INTERNSHIP IN PRIMARY SETTING (75 CLOCK HOURS OF SUPERVISED EXPERIENCE)
Graduate
Candidates conduct 75 hours of intense supervised field work a primary grade (K-3) during the spring quarter. The internship is designed for advanced ECE candidates to be taken before student teaching. Candidates taking this internship have either taken ECE 311: Curriculum and Instruction in Primary Grades (at the undergraduate level), and T&L 432: ECE Curriculum Strategies and Philosophy (at the graduate level) in a previous quarter, or they are taking these courses as co-requisites with this internship.

T&L 525
READING, WRITING, AND COMMUNICATING ACROSS THE CURRICULUM
Graduate
This course analyzes the relationships among reading, writing, speaking and listening. It encourages middle level and high school teachers in all disciplines to take these interrelationships into account and to plan curricula that include current teaching strategies to enable students to become better readers, writers and thinkers in their various content-areas. This course will also concentrate on group process and its role in effective teaching within and across content-areas. Language use, learning and teaching are considered from a multicultural perspective.

Advanced Teacher Candidate Standing is a prerequisite for this class.

T&L 565
INDEPENDENT STUDIO TOPICS
Graduate
This course is a self directed graduate course in the Visual Arts Education Program. Candidates who consider this course must develop a written proposal for their work and identify professional expectations of this quarter long immersion in advanced study. Candidates may select from a range of possible pursuits from preparing a new body of work or preparing an exhibition to working within a host of selected museums or galleries as an art education intern throughout the city and suburbs. All candidates are required to meet with a faculty member for an initial interview to discuss contact hours, needs and limitations, critique times and locations and the required documentation from the 11 week experience. All proposals must be approved by a faculty member in the program.

T&L 583
FIELD EXPERIENCE LAB
Graduate
This field-based course will facilitate preservice teacher candidates' experiences working in elementary and middle school classrooms. This supervised field experience is an opportunity to apply content and pedagogical knowledge in authentic settings. 24 clock hours are scheduled at school sites and visible during registration though subject to modification based changes in schools' schedules. Students will enroll in this course multiple times during their program across diverse sites and will engage in different activities aligned with concurrent courses. COREQUISITES: For T&L EE majors, T&L 404 and SCG 403; or T&L 412 and T&L 416; or T&L 413 and LSI 446.
T&L 584
PRE-STUDENT TEACHING FIELD EXPERIENCE
Graduate
This field-based experience occurs in teacher candidates' student teaching sites. Scheduling is negotiated between teacher candidate and mentor teacher based on classroom social studies and science content area schedule. This supervised field experience is an opportunity to apply content and pedagogical knowledge as well as gain introductory contextual understandings of student teaching site. PREREQUISITE: For T&L EE majors, completed application to student teaching. COREQUISITE: For T&L EE majors, T&L 419 and T&L 415.

T&L 585
ELEMENTARY STUDENT TEACHING
Graduate
(6 quarter hours) Students will be placed for a minimum of 10 weeks in an elementary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues, that is, topics which students have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues. PREREQUISITE(S): Application and approval required. Open only to DePaul student.

T&L 586
ELEMENTARY STUDENT TEACHING SEMINAR
Graduate
(2 credit hours) This course is taken concurrently with T&L 585, Elementary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): T&L 585

T&L 588
INDEPENDENT STUDY IN TEACHING AND LEARNING
Graduate
PREREQUISITE(S): Permission of instructor, department chair and associate dean.

T&L 589
THESIS RESEARCH IN TEACHING AND LEARNING
Graduate
A student writing a thesis registers for this course for four quarter hours of credit. Where the thesis research and the writing of the thesis itself are prolonged beyond the usual time, the program advisor may require the student to register for additional credit. PREREQUISITE(S): SCG 410 and approved thesis proposal.

T&L 590
SECONDARY STUDENT TEACHING
Graduate
(6 quarter hours) Students will be placed for a minimum of 10 weeks in a secondary school. Seminar will meet once a week, in the participating schools and/or at DePaul. At first, they will focus on issues of immediate concern to student teachers. As the students gain experience the seminar will examine six or eight classroom issues; that is, topics which students have found to be significant on the basis of their experience. These would have found to be significant on the basis of their experience. These would include such things as assessment, evaluation, classroom management, curriculum planning, and relationships with colleagues. After delineating what the issues are, students would be expected to analyze and discuss readings which relate to the issues. PREREQUISITE(S): Application and approval required. Open only to DePaul student.

T&L 591
SECONDARY STUDENT TEACHING SEMINAR
Graduate
(2 credit hours) This course is taken concurrently with T&L 590, Secondary Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): T&L 590
T&L 592
WORLD LANGUAGES STUDENT TEACHING
Graduate
(6 credit hours) Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with T&L 593, World Languages Seminar. PREREQUISITE(S): Application and approval required. Open only to DePaul student.

T&L 593
WORLD LANGUAGES SEMINAR
Graduate
(2 credit hours) This course is taken concurrently with T&L 592, World Languages Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers. COREQUISITE(S): T&L 592

T&L 595
EARLY CHILDHOOD STUDENT TEACHING
Graduate
(6 quarter hours) This course requires students to participate in supervised teaching at a cooperating school, five full days per week, for an academic quarter. Part of the teaching will be in a preprimary setting and part will be in a primary setting. Feedback and discussion of issues encountered in student teaching as well as new materials and techniques of student teaching will be included. PREREQUISITE(S): Application and approval required. Open only to DePaul students.

T&L 596
EARLY CHILDHOOD STUDENT TEACHING SEMINAR
Graduate
(2 credit hours) In this seminar, candidates will reflect upon their teaching experiences with young children; collaborate with colleagues and instructor to identify alternative strategies for problematic situations. Candidates will outline ways to maintain strategies for lifelong learning. In addition, candidates will share resume development and job-search strategies. COREQUISITE: T&L 595.

T&L 600
REGISTERED STUDENT IN GOOD STANDING
Graduate
(0 credit) Registration is this course is open to students who are not registered for any other courses but need to complete requirements/assignments for previously taken courses. It provides access to University facilities. Permission of advisor required. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

T&L 611
INDUCTION INTO THE TEACHING PROFESSION: SECONDARY
Graduate
This course is designed to assist first-year secondary teachers to make the transition from student of teaching to teacher. The course creates a bridge between first-year teachers' formal education and the realities of their classrooms. In particular, the course provides assistance with the following: 1) understanding their induction into the profession; 2) analyzing their new educational contexts; 3) actualizing their educational philosophies; 4) developing their pedagogical knowledge; and 5) identifying and making the most of professional support systems within their schools. Prerequisite: Completion of student teaching or practicing teacher. PREREQUISITE(S): T&L 590 or practicing teacher.

T&L 590 is a prerequisite for this class.

T&L 614
INDUCTION INTO THE TEACHING PROFESSION: EARLY CHILDHOOD
Graduate
This course is designed to assist first-year early childhood teachers make the transition from student teaching to teacher. It creates a bridge between first-year teachers' formal education and the realities of their classrooms, providing assistance with: understanding their induction into the profession; analyzing their new educational contexts; actualizing their educational philosophies; developing their pedagogical knowledge; and identifying and making the most of professional support systems within their schools. PREREQUISITE(S): Completion of student teaching or practicing teacher.

T&L 595 is a prerequisite for this course.
T&L 615
SPECIAL TOPICS IN TEACHING AND LEARNING
Graduate
Current issues and problems in education will be discussed. Focus will be current research and best practice. Prerequisite: 30 quarter hours in graduate education.

T&L 616
SPECIAL TOPICS IN INDUCTION TO TEACHING AND LEARNING: CLASSROOM ASSESSMENT
Graduate
Current issues and problems in classroom-based assessment is the concentration of this course. Activities and discussion will include teacher-made paper and pencil assessment, linking assessment to planning and instruction, test-preparation, performance assessment, grading, and interpretation of standardized tests. Focus will be current research and best practice. Prerequisite: 30 quarter hours in graduate education.

T&L 625
CANDIDACY CULMINSING PROJECT (STUDENT IN GOOD STANDING)
Graduate
(0 credit) Registration in this course is required of all students who are not enrolled in a course but are completing culminating projects for their program of study, including theses, papers, and final portfolios. It provides access to university facilities. Permission of advisor required. Registration limited to three terms. $50 per quarter.

Status as a student in a College of Education Advanced Master's program is a prerequisite for this class.

T&L 575
WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
Graduate
This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).

TCH 320
EXPLORING TEACHING IN THE URBAN HIGH SCHOOL
Undergraduate
This course is an invitation to secondary education as a profession, an opportunity for students considering education as a career to explore the reality of teaching and learning a disciplinary content area in a variety of Chicago-area schools. Students will become familiar with different narratives of teaching through teacher and student biographies, testimonials, literature, film, and classroom observations. They will explore the interrelationships between, for example, popular cultural beliefs about schooling; teacher and student identities; and classroom interaction. The instructor will coordinate observations in several classrooms as the basis for intensive, guided reflective work, aimed at supporting students' initial and subsequent efforts of developing identities as disciplinary content educators (25 hours of high school classroom observation required).

TCH 390
CAPSTONE: INTEGRATING EDUCATION & DISCIPLINARY FOUNDATIONS
Undergraduate
This course is designed to help students conceptualize issues and opportunities in teaching their disciplinary content to diverse students and in different classroom contexts. Ten hours Level 2 field experiences required. In this course, students will analyze and reflect on how teaching in their disciplines is informed by diverse cultures of schooling and youth, including the influences of economic, social, cultural, political, gender, and religious factors on schooling, educational policy and opportunity. Students will use disciplinary content to critically and creatively reflect on the teaching of that content in secondary schools. Students will be introduced to issues and ways of presenting essential disciplinary content in ways that engage diverse learners, including learners who have not been served well by formal education. Students will also develop a theory of teaching that emphasizes the intersection of disciplinary content with multicultural perspectives.
TCH 401
TEACHING AS A PROFESSION IN SECONDARY SCHOOL
Graduate
This course is an introduction to the five-year Program, including the College of Education's conceptual framework and teacher dispositions, and to the professional world of secondary school teaching, including the policy bodies and stakeholders that impact teaching. Within this developing understanding of the larger context of secondary education, students will begin to articulate clearly professional identities and the behaviors inherent in those identities, including their impact on student learning. Drawing on previous coursework and their growing understanding of differences in individual, ethnic, and cultural group attitudes, values, and needs, students also will learn to recognize the complexities of teaching and learning in a pluralistic society. Ultimately, students will be committed to teaching as a responsible professional who acts in an ethical and collegial fashion. Twenty hours of Level 2 field experience is required.

TCH 411
THE NATURE OF ENGLISH
Graduate
This course is designed to help students to see that the field of English Studies is bigger than the component they probably identify as English (it's Literature, Writing, and Linguistics/Grammar). Students will explore the formation of the discipline up to the current day, focusing on the shifting understanding of ways of reading, writing and thinking about language. They will strive to answer the questions: What does it mean to be a student of language and literature? and, What are the ways of knowing characteristic of English and Writing, Rhetoric, & Discourse majors? In doing so, students will relate the disciplinary content of their major to their daily lives and interests and to the larger framework of human endeavor and understanding, including identifying its importance to the personal lives of high school students. The course is a prerequisite for TCH 421.

TCH 412
THE NATURE OF HISTORY AND THE SOCIAL SCIENCES
Graduate
This course builds on the content course work students have done in the seven disciplines grouped under the heading "social sciences" (history, political science, geography, sociology, anthropology, economics, and psychology). In this class students will get further exposure to the basic concepts of the social science disciplines and consider the connections as well as differences between them. The course emphasizes how different disciplinary backgrounds lead students to bring different perspectives to their study of social phenomena and helps them see these phenomena from multiple vantage points. The course will employ a case study approach framed around social issues of interest to all seven disciplines (e.g. social control, threats, development, natural disasters). A student prepared in economics, for example, will ask a different set of questions about America's war on drugs than students from the fields of history or political science. This course will first have students examine a social phenomenon from the perspective of their major discipline, then have them shift to examining an event or issue from an alternative perspective. The above economics student's first project might be based on an economic analysis of the war on drugs, a second project would focus on the history of New Orleans and the devastation caused by hurricanes, and a third project would use the perspectives of political science and sociology to analyze the development of an urban community. By the end of the course, students will have applied the knowledge and skills of multiple social science disciplines to evaluate social phenomena, considered the relationship and differences between those disciplines, and be prepared to enter TCH 422 where they will apply their content knowledge to inquiry and teaching in the field.

TCH 413
THE NATURE OF MATHEMATICS
Graduate
This course builds on students' mathematics understanding by emphasizing the universality of mathematics as a cultural endeavor. In it, students will explore the historical trends in mathematic and how those trends have been taught. Students will understand that, mathematics, at its core, is deductive; however, it also requires intuition. Thus, the course examines the interaction among intuition, experimentation, conjecture, abstraction, and deductive reasoning not only in the classroom but also in the everyday use of mathematics. It also examines the interplay between concrete problem-solving and generalization.

TCH 414
THE NATURE OF SCIENCE
Graduate
This course is about the nature of science and the interactions between science and society. It will build on the foundation of understandings that students already have about the processes and conventions of science developed through their years as science students to create opportunities for deeper understandings of the beliefs and assumptions inherent to the creation of scientific knowledge. These opportunities will be developed through direct interactions with professional scientists as well as through case studies and readings that illustrate the strengths, limits and pitfalls of the scientific endeavor as well as provide opportunities for students to relate science to their daily lives and interests and to a larger framework of human endeavor and understanding (e.g., relationships among systems of human endeavor including science and technology; relationships among scientific, technological, personal, social and cultural values). Cases will be drawn from different scientific disciplines as well as from modern and historic times. In this way, science students will have a better understanding of what it means to be a scientist and how science interfaces with society. The course is a prerequisite for TCH 424.
TCH 421
INQUIRY & APPLICATION IN DEVELOPING SECONDARY ENGLISH PEDAGOGY
Graduate
This course builds on TCH 411 by preparing teacher candidates to distinguish between what needs to be taught (content) and how it is taught (pedagogy), with an emphasis on understanding the historical shifts in the teaching of content and how these shifts inform teaching and learning in today's English language arts classrooms. The course also introduces students to methods of inquiry and reflection on content pedagogical knowledge. Students will examine their own educational experience through the lens of the historical trends, focusing on how they learned and what they understood their teachers to be doing. This initial case study will serve as an introduction into case study methods. Students will also develop expertise in one of the three historical trend areas - reading, writing, and language - and examine how the trend has informed teaching and learning and shaped curriculum, pedagogy, and assessment. Students will develop a case study of a practicing teacher using the lens of the historical trend in which they are developing expertise.

TCH 422
INQUIRY & APPLICATION IN DEVELOPING SECONDARY HISTORY AND SOCIAL SCIENCES PEDAGOGY
Graduate
This course builds on the content knowledge students developed and reinforced in TCH 412. More, it asks them to make the shift from considering how a person prepared in the social sciences analyzes social phenomena to how such a person teaches the social sciences. Students will do this by developing two units of inquiry-based case studies that they could use in their own classrooms. The topics of these case studies will vary from section to section, depending on the needs of the students and expertise of the instructor. Possible topics include the Constitution, the Cold War, slavery, and the Iraq War. As students work on these projects, they will continue to reflect on the course work they have done in the content areas as well as the instruction they see teachers delivering in their field experiences. They will contemplate such questions as: "What are the connections between the social science disciplines? How can they be taught together, creating interdisciplinary courses at the high school level? What are the differences between the social science disciplines and what does this mean for secondary pedagogy? How can teachers use inquiry with their students, making sure they have enough guidance to learn about social events but also the freedom to pursue their interests and make sense of the world on their own terms?" By the end of this course, students through readings and their projects will have advanced their learning about the nature of inquiry, its implementation in the classroom, and the connections and differences between the social science disciplines.

TCH 423
INQUIRY & APPLICATION IN DEVELOPING SECONDARY MATHEMATICS PEDAGOGY
Graduate
This course builds on TCH 413 by introducing students to inquiry methods to understand the teaching and learning of mathematics. Students will explore how mathematics has been and is taught by examining major paradigm shifts in mathematics education and the impact those paradigms and shifts have on pedagogical content knowledge, or knowledge of how to teach disciplinary content. Students will use case study methods to look at instructional practices and begin to articulate their own mathematics teaching pedagogy. With the completion of this course, students will have a deeper understanding of mathematical literacy and the barriers to understanding and teaching mathematics, as well as being able to identify what makes an exceptional math teacher who is able to address the needs of all students.

TCH 424
INQUIRY & APPLICATION IN DEVELOPING SECONDARY SCIENCE PEDAGOGY
Graduate
Following TCH 414, this course transitions from asking "what does a scientist do?" to a consideration of why science literacy in the general public has been so difficult to achieve. The focusing questions for TCH 424 are: "How do we teach science? What is science literacy? Why is an understanding of science important to the general public? and What are the major obstacles and strategies to achieving science literacy?" The course begins by participants self-reflecting on their own educational experiences that led to their paths in science education: what have been their successful learning strategies, how have teachers influenced their education and what have been successful and less than successful classroom instructional strategies? From this, students will begin science classroom observation, discussing their observations with their peers, and speaking with educators about their experiences teaching high school science and about the goals and short-comings of science education. Throughout this process, students will read seminal literature on science literacy and explore cases challenging their notions of the teacher-learner relationship and the relationship between science and society. As a result of this course, students will gain a deeper understanding of scientific literacy and the barriers to understanding and teaching science as well as identify what makes an exceptional science teacher able to prepare both future scientists and a knowledgeable public.
This course introduces students to education research methods and discipline-specific research and inquiry. During the first five weeks, the course focuses on basic questions, issues, and theoretical frameworks central to the purpose, conceptualization, conducting, writing, reading and using education research as a means for informing education theory, practice and policy. Candidates will be exposed to the multiple frameworks that inform education research and various methodologies employed in collecting and analyzing data. During the last 6 weeks of the course, the course focuses on research related to the teaching of the English language arts in the middle school and high school and pedagogical content knowledge, including research on teaching and learning, curricula and instructional delivery, assessment, and the relationship of socio-cultural, economic, and language use to teaching and learning disciplinary-specific content. Students will develop and implement small discipline-specific research projects, identifying research questions, conducting a literature search, developing a theoretical framework, and collecting and analyzing data.

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TCH 461
INQUIRY & TEACHING OF MIDDLE SCHOOL ENGLISH
Graduate
This course addresses issues of teaching and learning the English language arts at the middle-school level (grades 5 through 8). During the first five weeks, the course focuses on foundational and contemporary theories of middle-school-aged adolescent development. It introduces candidates to theoretical and philosophical issues related to contemporary questions of youth and middle level education. It explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. The last six weeks of the course explore the differences between middle school and high school students within the context of designing English language arts curriculum, creating a classroom environment, and implementing instructional delivery strategies and methods that meet diverse middle school students, including English language learners and students who speak nonmainstream dialects of English.

TCH 462
INQUIRY & TEACHING OF MIDDLE SCHOOL HISTORY AND THE SOCIAL SCIENCE
Graduate
This course addresses issues of teaching and learning history and the social sciences at the middle-school level (grades 5 through 8). During the first five weeks, the course focuses on foundational and contemporary theories of middle-school-aged adolescent development. It introduces candidates to theoretical and philosophical issues related to contemporary questions of youth and middle level education. It explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. The last six weeks of the course explore the differences between middle school and high school students within the context of designing history and social science curriculum, creating a classroom environment, and implementing instructional delivery strategies and methods that meet diverse middle school students, including English language learners and students who speak nonmainstream dialects of English.

TCH 463
INQUIRY & TEACHING OF MIDDLE SCHOOL MATHEMATICS
Graduate
This course addresses issues of teaching and learning mathematics at the middle-school level (grades 5 through 8). During the first five weeks, the course focuses on foundational and contemporary theories of middle-school-aged adolescent development. It introduces candidates to theoretical and philosophical issues related to contemporary questions of youth and middle level education. It explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. The last six weeks of the course explore the differences between middle school and high school students within the context of designing mathematics curriculum, creating a classroom environment, and implementing instructional delivery strategies and methods that meet diverse middle school students, including English language learners and students who speak nonmainstream dialects of English.

TCH 464
INQUIRY & TEACHING OF MIDDLE SCHOOL SCIENCE
Graduate
This course addresses issues of teaching and learning the sciences at the middle-school level (grades 5 through 8). During the first five weeks, the course focuses on foundational and contemporary theories of middle-school-aged adolescent development. It introduces candidates to theoretical and philosophical issues related to contemporary questions of youth and middle level education. It explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. The last six weeks of the course explore the differences between middle school and high school students within the context of designing science curriculum, creating a classroom environment, and implementing instructional delivery strategies and methods that meet diverse middle school students, including English language learners and students who speak nonmainstream dialects of English.

TCH 461
TEACHING ENGLISH IN THE HIGH SCHOOL 1
Graduate
This course introduces students to the theoretical and practical issues of teaching the English language arts in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.
TCH 472
TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 1
Graduate
This course introduces students to the theoretical and practical issues of teaching history and the social sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 473
TEACHING MATHEMATICS IN THE HIGH SCHOOL 1
Graduate
This course introduces students to the theoretical and practical issues of teaching mathematics in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of mathematics in all its representations. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 474
TEACHING THE SCIENCES IN THE HIGH SCHOOL 1
Graduate
This course introduces students to the theoretical and practical issues of teaching the sciences in secondary classrooms. The course introduces candidates to research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics. Students will practice and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods, including the use of technology resources, that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. Students will reflect on their own emerging educational philosophies and theories. They will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 481
TEACHING ENGLISH IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 421 and TCH 471. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of reading, writing, speaking, and listening skills and sensibilities, with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 482
TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 422 and TCH 472. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the basic concepts of the seven social science disciplines with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.
TCH 483
TEACHING MATHEMATICS IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 423 and TCH 473. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of mathematics in all its representations with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 484
TEACHING THE SCIENCES IN THE HIGH SCHOOL 2
Graduate
This course continues students' immersion into the pedagogical content knowledge development and practices that began in TCH 424 and TCH 474. The course provides students opportunities to continue to explore and develop research-based and theoretically grounded best practices in the teaching of the different sciences, including biology, chemistry, environmental science, and physics with an emphasis on reflective and collaborative practice. The course provides extensive opportunities for planning, using, and evaluating a variety of instructional strategies, including the use of technology resources, through teaching demonstrations and modeling and field experiences. Students will fine-tune and reflect on writing instructional objectives, developing lesson plans, designing a curriculum unit, creating a classroom environment, and implementing instructional delivery strategies and methods that meet the needs of diverse learners, including English language learners and students who speak nonmainstream dialects of English. And like in TCH 471, students will reflect on and clearly articulate orally, in writing, and through practice an educational philosophy and theory. Students will also demonstrate commitment to teaching as a professional who acts responsibly, ethically, and collegially in accordance to Vincentian personalism.

TCH 495
ASSESSMENT ISSUES IN SECONDARY EDUCATION
Graduate
This course introduces candidates to theoretical and philosophical issues related to educational assessment. It addresses the range of assessments teachers will encounter in school settings, including individual cognitive and social and emotional assessments; course material, curricula, and disciplinary program assessments; and large scale high-stakes testing. The course provides candidates opportunities to explore student, program, and curricular assessment issues, including assessment methods and tools; standardized, quantitative, and qualitative assessments; formal and informal assessments; formative and summative assessments; integrated, self-, and peer assessments; cultural, social, economic, and language influences on assessments; and issues of reliability and validity in assessment.

TCH 590
STUDENT TEACHING
Graduate
This course is the culminating experience for TCH Program students and requires 11 weeks of onsite student teaching in a high school content area classroom. The course requires students to be in a high school full-time, participating in both in-class instruction and extra-curricular activities related to the school. PREREQUISITES: Open only to TEACH Program Students; Student teaching application and approval required.

TCH 591
STUDENT TEACHING SEMINAR
Graduate
This course must be taken concurrently with TCH 590. The seminar format provides students an opportunity to reflect on their student teaching experiences and to reach back and consider what they have learned in the TCH Program and their next steps as practicing teachers. COREQUISITE(S): TCH 590.

TDC 261
BASIC COMMUNICATION SYSTEMS
Undergraduate
(Formerly TDC 361) Introduction to voice, data, and multi-media network communications fundamentals. Wired, Wireless, and Optical applications in Local, Metropolitan, Wide Area Networks are explored. The overview explains how technical, regulatory, competitive, standardization and cultural factors impact modern network applications. Approved for Scientific Inquiry credit. PREREQUISITE(S): NONE.
TDC 311
COMPUTERS IN TELECOMMUNICATIONS SYSTEMS
Undergraduate
An introduction to computer organizations and operating systems. Computer components and functions, logic circuits, internal processing, multiprogramming, timesharing, memory management, file management, interrupts and I/O peripheral devices. PREREQUISITE(S): CSC211 or CSC261.

TDC 362
PRINCIPLES OF DATA COMMUNICATIONS
Undergraduate
Theory and components of data communication systems, modes, codes, and error detection techniques for data transmission, network protocols and line control procedures, communication carrier facilities and system planning. PREREQUISITE(S): (TDC 311 or CSC373) and (IT 263 or TDC261)

TDC 363
INTRODUCTION TO LOCAL AREA NETWORKS
Undergraduate
Principles of computer networks using LANs as an example. Issues in communications protocols and compatibility. Client-server versus peer-peer software applications. Network operating system services and management of local networks. PREREQUISITE(S): IT 263 OR TDC 261.

TDC 364
VOICE COMMUNICATIONS TECHNOLOGIES
Undergraduate
A detailed study of transmission, signaling and switching systems for facilities-based public and private voice networks. Voice digitization and transmission over circuit-switched and packet-switched infrastructures. Computer telephony integration techniques. Quality of service issues in integrated voice-over-data systems. Course may include laboratory work with PBX lab. PREREQUISITE(S): NONE.

TDC 365
NETWORK INTERCONNECTION TECHNOLOGIES
Undergraduate
A comprehensive study of network interconnection technologies including layer 2 bridges and switches, layer 3 routers and higher-layer gateways. The TCP and IP protocols will be studied in detail, including IP address management and router operations and management along with associated Internet protocols. RIP and OSPF protocols will be considered. Course includes laboratory work with protocol analyzers and router administration. PREREQUISITE(S): IT 263 or TDC 261.

TDC 368
NETWORK PROGRAMMING
Undergraduate
Programming distributed client/server applications; the sockets interface and multitasking issues; client/server models; remote procedure call; examples of applications such as electronic mail and file transfer. PREREQUISITE(S): CSC261 or CSC309.

TDC 369
NETWORK PERFORMANCE ANALYSIS AND DESIGN
Undergraduate
Quantitative foundations of network performance analysis. Probability theory and queueing theory will be developed and applied to problems in LAN performance, traffic engineering, and the analysis of throughput and response time measures for data communications networks. Performance tradeoffs in network design. PREREQUISITE(S): IT223 and MAT151 and TDC365.

TDC 371
WIRELESS COMMUNICATIONS NETWORKS
Undergraduate
TDC 372
DIGITAL ACCESS SERVICES
Undergraduate
A survey of access line technologies used to access Internet and other business network services. Topics will include traditional DS1, DS3 and SONET transport as well as Integrated Services Digital Network (ISDN), Digital Subscriber Line (DSL), Cable Modems, satellite services, Asynchronous Transfer Mode (ATM), and wireless data access methods. PREREQUISITE(S): IT263 or TDC261.

TDC 375
NETWORK PROTOCOLS
Undergraduate

TDC 376
NETWORK PROJECT
Undergraduate
Case study in developing a large network project. Students will work in groups to analyze and design a major network system. PREREQUISITE(S): TDC 365.

TDC 377
FUNDAMENTALS OF NETWORK SECURITY
Undergraduate
Fundamentals of Network security design and implementation. Review of components used in an enterprise security infrastructure including routers, firewalls, security auditing and assessment tools, Virtual Private Networks (VPN) and Intrusion Detection Systems (IDS). The integration of the different components will be studied in detail, including IP addressing, Network Address Translation (NAT), design of firewall rule sets and performance considerations. Course includes laboratory work with routers, firewalls, Virtual Private Networks and security assessment tools. Pre-req: TDC 365.

TDC 378
INFORMATION STORAGE AND MANAGEMENT
Undergraduate
This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed. PREREQUISITE(S): none

TDC 379
TELECOMMUNICATION AND NETWORK SECURITY PRACTICUM
Undergraduate
Design and implementation of telecommunication and network security infrastructure. This laboratory-based class includes the setup of realistic network infrastructure environment using bridges, routers, layer 2/3 switches and servers. Advanced routing infrastructure implementation using OSPF, RIPv2, EIGRP, BGP, multi-homed BGP setups and IGP/EGP redistribution. Network infrastructure hardening using routers and switches. PREREQUISITE(S): TDC 365 or Instructor consent. Good knowledge of TCP/IP is required.

TDC 384
SCRIPTING FOR NETWORK MANAGEMENT
Undergraduate
This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers. Prerequisite: (IT263 or TDC261) and (CSC211 or CSC261).

TDC 390
TOPICS IN NETWORK TECHNOLOGY
Undergraduate
May be repeated for credit. (PREREQUISITE(S): Completion of TDC 363 and TDC 365 or consent of the instructor).
TDC 399
INDEPENDENT STUDY
Undergraduate
Independent study for variable credit. PREREQUISITE(S): Requires approval of faculty advisor and consent of the Dean.

TDC 405
VOICE AND DATA NETWORK FUNDAMENTALS
Graduate
This course provides an introduction to voice and data networking technologies, including public and private voice services, Ethernet and Internet data technologies, network security, business applications and network management. The structure, regulation, and history of the telecom and data network industry will be discussed as well. PREREQUISITE(S): None

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

TDC 411
INTRODUCTION TO COMPUTER AND NETWORK SYSTEMS
Graduate
This course is an introduction to computer architecture and operating systems with an emphasis on network systems. Topics include computer components and functions, logic circuits, process management, memory management, file management, interrupts and I/O peripheral devices. Students will have several hands-on labs on the Linux environment and learn to write the Shell script for system and network administration. PREREQUISITE(S): None

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

TDC 413
INTRODUCTION TO LAN AND WAN
Graduate
This course covers the principles of local area network (LAN) and wide area network (WAN) technologies including structured cabling, protocols, network devices, and network operating systems. Students will learn the theories and practices of designing, provisioning, and deploying LAN and WAN in an enterprise environment. Assigned lab exercises involving LAN/WAN configuration and troubleshooting will help reinforce various concepts. PREREQUISITE(S): None

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

TDC 425
VOICE/DATA NETWORK FUNDAMENTALS
Graduate
This course provides an introduction to voice and data networking technologies, including public and private voice services, Ethernet and Internet data technologies, network security, business applications and network management. The structure, regulation and history of the telecom and data network industry will be discussed as well. PREREQUISITE(S): Graduate Standing. Students majoring in MS Telecom or MS CINS programs will not receive credit for this course.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

TDC 431
EMERGING WIRELESS AND MOBILITY NETWORKS (formerly TDC 531)
Graduate
A study of evolving 2.5, 3rd & 4th Generation Wireless Networks, and disruptive technologies like WiFi(802.11), WiMax, Bluetooth, RFID, Ultra-Wideband and the security implications mobility networks. This course provides a balanced view of the Wireless Industry in transition, through evolving technology, regulation, competition and standards. Students will be better prepared to deal with the rapid changes and seize the opportunities as data mobility impacts traditional telecommunications and private networks. In addition students will have access to extensive Global Wireless Education Consortium materials to support their individual advanced interests. PREREQUISITE(S): IT263 or TDC361

CDM graduate students in the Prequisite Phase are restricted from registering for this class.
TDC 460  
FOUNDATIONS OF NETWORK TECHNOLOGIES  
Graduate  
An introductory course on network technologies for local and wide area networks. The course examines in detail the core concepts fo network architectures, Ethernet systems including wired, wireless, and Metro, virtual local area networks, storage area networks, optical networking, and the more traditional network services such as T-1, frame relay, Asynchronous Transfer Mode (ATM), and SONET.  
PREREQUISITE(S): (TDC 261 or IT 263) and (TDC 363 or CNS 378)  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 463  
COMPUTER NETWORKS AND DATA SYSTEMS  
Graduate  
A detailed discussion of the upper layers of network architectures. Network protocol organization will be discussed using TCP/IP as an example. IP addresses, subnetting, supernetting, and CIDR. Routing algorithms. Transport layer protocols. Application layer protocols. Introduction to IPv6. PREREQUISITE(S): IT263 or TDC261 or TDC425 or ECT425.  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 464  
CONVERGED MULTIMEDIA NETWORKS  
Graduate  
Exploration of multimedia networks including voice, data, and video services offered by network carriers and Internet Service Providers (ISP) to both enterprise and residential customers. The course starts with an overview of current voice and data networks and presents the driving forces leading to a converged multimedia network. The focus is on Voice over IP (VoIP), including signaling, protocols, equipment, network architecture/design, traffic engineering, and service deployment strategy. PREREQUISITE(S): TDC 261 or IT 263  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 468  
NETWORK PROGRAMMING  
Graduate  
The course covers the basic and advanced issues of TCP/IP networking programming such as multiple processes, I/O multiplexing, multi-threaded processes, multicasting and secure network programming USING C/C++. Application examples such as Internet browsing, instant messaging, proxy filtering and file transfer protocols are discussed. PREREQUISITE(S): (CSC309 or CSC262) and (TDC463 or CSC435).  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 477  
NETWORK SECURITY  
Graduate  
Network infrastructure security issues, including perimeter security defense, firewalls, Virtual Private Networks, Intrusion Detection Systems, wireless security, network security auditing tools and ethical considerations. Strategies for the deployment of "Defense-In-Depth" mechanisms in an enterprise computing environment. Pre-requisite(s): TDC 463 Computer Networks or consent from instructor (CNS 340 Foundations of Information Assurance recommended).  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 478  
INFORMATION STORAGE AND MANAGEMENT  
Graduate  
This course provides a comprehensive overview of network-based storage technology and information storage infrastructure. Major topics include the storage architectures, service features, and benefits of Intelligent Storage Systems. Networked storage technologies include fiber channel (FC), based Storage Area Network (SAN), Network Attached Storage (NAS), and IP-SAN. Advanced storage technologies on Content Addressed Storage (CAS), information security, and storage virtualization are also discussed. PREREQUISITE(S): none  
CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
TDC 484
SCRIPTING FOR NETWORK MANAGEMENT
Graduate
This is a hands-on course on using script languages to develop practical applications for Network Management. Students will first learn the fundamentals of Linux system and script language(s) for task automation, and use scripts to develop dynamic web sites. After that, the course will cover Simple Network Management Protocol (SNMP), and use Application Programming Interface (API) to automate networks tasks of Fault Management, Configuration Management, Accounting Management, Performance Management, and Security Management (FCAPS). The final project of the course is to develop a dynamic web site with the above five functional areas to manage Linux servers, Ethernet switches and IP routers. Prerequisite: ( IT 263 or TDC 261) and (CSC 211 or CSC 261 or CSC 243).

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 511
TELECOMMUNICATIONS PRACTICUM
Graduate
Introduction to the functionality and management of voice and data communications equipment in the Telecommunications and Local Area Networks laboratories. Emphasis will be on practical understanding and experience through laboratory exercises. PREREQUISITE(S): (TDC 311 or CSC 373), TDC 460, TDC 463.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 512
CELLULAR AND WIRELESS TELECOMMUNICATIONS
Graduate
A survey course which includes an overview of all the design and network elements that comprise the foundation of today's cellular networks. Topics include the evolution of cellular technology; basic cellular design and operation principles; cell base station design and function; a review of digital wireless technologies; radio frequency (RF) and antenna propagation basics; an overview of towers; microwave radio systems; roaming and intercarrier networking; the business side of wireless and landline interconnection to the Public Switched Telephone Network (PSTN). PREREQUISITE(S): TDC 464

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 514
COMPUTER TELEPHONY
Graduate
A study of enabling technologies allowing the integration of voice communications services with personal computers, LANs and mainframes. Telephony programming interfaces, call management software, intelligent fax/data retrieval and interactive voice response systems will be considered. PREREQUISITE(S): TDC 463 and TDC 464.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 532
WIRELESS SYSTEM ENGINEERING AND DEPLOYMENT
Graduate
The course covers technologies and theories that support the design, deployment and operation of modern-day digital wireless networks. The first half of the course will address concepts of RF theory, RF propagation, base station engineering, and antenna propagation. The second half of the course focuses on distributed antenna systems (DAS), and various digital wireless technologies used on modern networks and emerging technologies for the future. IP Multimedia Subsystem (IMS) technology and architectures, along with its interfaces to future wireless networks, will also be addressed. PREREQUISITE(S): TDC 512

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
TDC 542
PROTOCOLS FOR ADVANCED WIRELESS NETWORKS
Graduate
This course provides students with an in-depth study of the advanced wireless communication protocols and technologies. It starts with an overview of the wireless evolution from the first generation network to the modern and future wireless technologies. It will then go on to explore major aspects of each advanced wireless technology: air interface, smart antennas, network infrastructure, network elements and their functions, QoS, security, mobility, and performance. Wireless protocols, including both User-to-Network Interface (UNI) and Network-to-Network Interface (NNI), are also studied in detail. Students will also learn new service opportunities provided by these advanced wireless technologies. PREREQUISITE(S): TDC 512

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 560
ADVANCED NETWORK TECHNOLOGIES AND DESIGN
Graduate
This course introduces advanced network technologies and design, including Multi-Protocol Label Switching (MPLS), MPLS Virtual Private Networks, IP storage networks, content distribution, capacity planning and traffic engineering. PREREQUISITE(S): TDC 460, TDC 463

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 562
COMPUTER-COMMUNICATION NETWORK DESIGN & ANALYSIS
Graduate
This course provides an in-depth study of Internet protocols from the perspective of network planning, simulation and troubleshooting. The course includes in-depth study of Internet traffic, traffic measurement techniques, network planning and simulation using simulation tools, and packet management techniques. PREREQUISITE(S): TDC 463.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 563
PROTOCOLS AND TECHNIQUES FOR DATA NETWORKS
Graduate
Advanced topics in TCP/IP including IPv6, TCP traffic control, routing protocols, multicast routing protocols, and upper layer protocols supporting Quality of Service (QoS) in the new generation of the Internet; compression techniques; introduction to SNA and APPN, SNA and TCP/IP integration. PREREQUISITE(S): TDC 463.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 567
TELECOMMUNICATION SYSTEMS DESIGN AND MANAGEMENT
Graduate
The theory and practice of Telecommunication system design. Ongoing systems management. Telecommunication management including selection of vendors/systems, structuring an RFP systems proposal analysis, computer aided telecommunications management. Telecommunication management strategies from a business perspective. PREREQUISITE(S): TDC 463.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 568
NETWORK MANAGEMENT
Graduate
The five major areas of network management--fault management, performance management, security, accounting and configuration management--are discussed. Advanced topics such as fault diagnosis and isolation, event correlation, MIB design, SNMP programming, performance monitoring, service level agreements and network security architectures are also discussed. PREREQUISITE(S): TDC 463.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
TDC 577
NETWORK SECURITY II
Graduate
This course is an advanced class in network security. Topics include: Intrusion Detection and Prevention Systems; Security Engineering processes; Advanced firewall considerations; Honeypots; Incident response; Forensics; Enterprise security policy development and complex enterprise security infrastructure design and integration. PREREQUISITE(S) TDC 477 or TDC 572

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 588
ADVANCED NETWORK DEFENSE SYSTEMS
Graduate
This course focuses on developing techniques for attack detection and mitigation in enterprise networks. The course includes: traffic/log analysis, anomaly detection, intrusion prevention, adaptive security policy, alarm analysis, and worm contaminating and quarantining, performance evaluation of defense systems. Special emphasis will be giving to developing intelligent network defense systems. Thus, students must be prepared to do programming projects using any platform or programming language. PREREQUISITE(S) TDC 477 and (CSC309 or CSC212 or CSC261)

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 593
TOPICS IN TELECOMMUNICATIONS
Graduate
This is an independent study course. PREREQUISITE(S): Consent of instructor. Independent study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 594
NETWORK CAPSTONE
Graduate
In this class students will synthesize knowledge from previous courses to design, build, test, and demonstrate a comprehensive network project as members of a project team. Topics introduced or reviewed, and used in completing the project, will include network requirement analysis, network architecture design, vendor evaluation, planning, experimental design, physical design, logical design, security design, testing strategy, documentation, change management, and network management strategy. Other topics include reasoning about uncertain user requirements, negotiation, online meeting techniques, and group dynamics. The capstone course will extensively use the DLPOD environment and the OPNET for network design and experiment.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 597
TOPICS IN DATA COMMUNICATIONS
Graduate
This is an independent study course. (PREREQUISITE(S):Consent of instructor. Independent Study form required).

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 690
RESEARCH SEMINAR
Graduate
Readings and discussion on current research topics. Students may register for this course no more than twice. PREREQUISITE(S): Consent of the instructor.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.
TDC 696
MASTER’S PROJECT
Graduate
(4 credit hours) Students may register for this course only after their advisor has approved a written proposal for their project. PREREQUISITE(S): Consent of advisor. Independent study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TDC 698
MASTER’S THESIS
Graduate
(2 credit hours) Students may register for this course only after their advisor has approved a written proposal for their thesis. Students must continue to register for this course every quarter after their first registration in it until they complete their project or thesis to the satisfaction of their advisor. They earn two hours of credit for each such registration but only four hours of credit will apply for degree credit. PREREQUISITE(S): Consent of advisor. Independent study form required.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

TEC 104
INTRODUCTION TO THEATRE TECHNOLOGY
Undergraduate
(3 quarter hours) This course introduces students to technical systems and standard technical theatre practices. The course emphasizes proper industry-accepted nomenclature of systems, tools, materials, and integrated infrastructure and introduces the steps involved in larger processes. In addition, a specific focus of the course is the establishing of collaborative team work between peers.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 105
INTRODUCTION TO STAGE MANAGEMENT
Undergraduate
Intro to Stage Management is a required class which takes place during the fall quarter of the stage management students’ first year. The class covers a combination of stage management methods used at The Theatre School and best professional practices for the beginning stage manager. Visits to The Theatre School shops and discussions with shop supervisors introduce the first year stage managers to the needs, requirements, and preferred professional methods as defined by the construction processes of the shops.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 107
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 108
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 109
THEATRE CREW
Undergraduate
Theatre Crew (2 quarter hours) All students in the first year of the program are assigned on a rotating basis throughout the year to various crews which build and run the shows in the Showcase, Playworks, New Directors, and Workshop Series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 111
DRAWING FOR DESIGNERS I
Undergraduate
The first in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School. Two credit hours. Open to Theatre students only.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 112
DRAWING FOR DESIGNERS II
Undergraduate
The second in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 113
DRAWING FOR DESIGNERS III
Undergraduate
The third in a three quarter sequence of general drawing courses exclusively for students enrolled in the design majors of The Theater School.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 120
SOUND SOFTWARE
Undergraduate
This class is an overview of the computer programs Sound Design majors will need to create their work. This helps them get a jump-start on how to manipulate sound files on the computer within Peak and Logic, with an overview of the M7CL console they will be using when they start designing the following year.

TEC 151
TECHNICAL DRAWING I
Undergraduate
First course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 152
TECHNICAL DRAWING I
Undergraduate
Second course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 153
TECHNICAL DRAWING I
Undergraduate
Third course in a 3 course sequence. Mechanical drawing techniques and projection theories are practiced, including drawing-board geometry, scale and dimensioning, and orthographic principles.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 208
SOUND TECHNOLOGY I
Undergraduate
This class introduces students to the fundamentals of sound technology. Students will become familiar with a range of audio components and specifications, and learn how they function, how they connect to each other, and why they are used in a modern theatre. Students will be able to put together a sound system and understand how audio signals flow thru that sound system.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 209
SOUND TECHNOLOGY I
Undergraduate
This class teaches the history of the recording industry by learning about the most popular studios that shaped the sound of recorded music. You will also learn the practice and set-up of studio recording.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 210
SOUND TECHNOLOGY I
Undergraduate
Every day of this class presents you with a sound system that is not producing sound. And each day there is a lesson to learn about how to approach and troubleshoot problems that often arise when designing sound for theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 251
TECHNICAL DRAWING II
Undergraduate
First course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 252
TECHNICAL DRAWING II
Undergraduate
Second course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 253
TECHNICAL DRAWING II
Undergraduate
Third course in a 3 course sequence. Advanced techniques and theory are practiced, building on the skills covered in Technical Drawing I.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 254
COSTUME TECHNOLOGY I
Undergraduate
First course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 255
COSTUME TECHNOLOGY I
Undergraduate
Second course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 256
COSTUME TECHNOLOGY I
Undergraduate
Third course in a 3 course sequence. Students are introduced to draping and drafting of patterns for basic garments, various problems of layout and cutting, and specialized sewing techniques for costumes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 257
CONSTRUCTION AND RIGGING I
Undergraduate
First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 258
CONSTRUCTION AND RIGGING I
Undergraduate
Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 259
CONSTRUCTION AND RIGGING I
Undergraduate
Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 267
STAGE MANAGEMENT I
Undergraduate
First course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 268
STAGE MANAGEMENT I
Undergraduate
Second course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day "nuts and bolts" in the stage management process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 269
STAGE MANAGEMENT I
Undergraduate
Third course in a 3 course sequence. This course will be divided into pre-production, rehearsal period, tech/running, and maintenance of production segments. The objective is to thoroughly introduce the student to the different venues of theatre from small storefront theatre to large regional theatres. Although the emphasis will be on management practices for theatre in all venues, there will be an element of the practical, day-to-day “nuts and bolts” in the stage management process.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 271
TECHNICAL PRODUCTION PRACTICE I
Undergraduate
First course in a 3 course sequence. For all technical students, this course makes production assignments based on the student’s ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 272
TECHNICAL PRODUCTION PRACTICE I
Undergraduate
Second course in a 3 course sequence. For all technical students, this course makes production assignments based on the student’s ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 273
TECHNICAL PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. For all technical students, this course makes production assignments based on the student’s ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 320
TECHNICAL COLLABORATION
Undergraduate
This class is designed to teach students how to collaborate, and hone their tech cueing skills, within a small storefront theatrical setting that they will undoubtedly come across when they graduate and move into the Chicago theatre community. In this class, the students will learn how to create opening and closing cues; transitions that punctuate, build/decline, propel, and show passage of time. The cues will then be amended in the workshop, to help the students learn to work quickly in changing timings and mood. Making quick artistic decisions and implementing them efficiently is the goal.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 354
COSTUME TECHNOLOGY II
Undergraduate
First course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students’ knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 355  
COSTUME TECHNOLOGY II  
Undergraduate  
Second course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students’ knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 356  
COSTUME TECHNOLOGY II  
Undergraduate  
Third course in a 3 course sequence. The first quarter examines the various methods of generating period patterns using primary and secondary sources. The second quarter introduces corset-making and moves toward draping, drafting, cutting, sewing, fitting, altering, and finishing a dress based on a period pattern. The third quarter examines period garments from the 19th and early 20th Centuries, focusing on making detailed observations and drawings of the construction of these garments. Emphasis is placed on developing the students’ knowledge concerning pattern shapes, inner structure of garments, sewing techniques, textiles used, and proportional relationships.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 357  
CONSTRUCTION AND RIGGING II  
Undergraduate  
First course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 358  
CONSTRUCTION AND RIGGING II  
Undergraduate  
Second course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 359  
CONSTRUCTION AND RIGGING II  
Undergraduate  
Third course in a 3 course sequence. Lecture and demonstration in building, rigging, and handling of stage scenery. Special attention is given to the proper use of tools, materials, and stage hardware.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 367  
STAGE MANAGEMENT II  
Undergraduate  
First course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
Second course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Third course in a 3 course sequence. This course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

First course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 455  
COSTUME TECHNOLOGY III  
Undergraduate  
Second course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 456  
COSTUME TECHNOLOGY III  
Undergraduate  
Third course in a 3 course sequence. Fall Quarter examines various craft skills and materials used in costume construction. Winter Quarter examines various techniques for tying, painting, and distressing textiles and costumes for the theatre. Spring Quarter focuses on various millinery techniques including the creation of patterns, construction of buckram, wire, and wool felt bases, fitting, finishing, and trimming.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 457  
PRODUCTION MANAGEMENT SEMINAR  
Undergraduate  
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 458  
PRODUCTION MANAGEMENT SEMINAR  
Undergraduate  
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 459  
PRODUCTION MANAGEMENT SEMINAR  
Undergraduate  
Explores through lectures and projects the roles of the managerial staff in the modern theater. A basic knowledge of theater terminology and some knowledge of management practice is required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 460  
THEATRE MANAGEMENT  
Undergraduate  
Theatre Management  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 467  
STAGE MANAGEMENT III  
Undergraduate  
A continuation of 369 - this course will simultaneously cover two main elements in the world of the stage manager. The first will explore the stage manager's place in the world of legitimate theatre. The second will explore options outside of that world. To this end, guest members of the professional community will provide insight regarding the role of the stage manager in these many different settings. Additionally, a portion of each class will be dedicated to discussion of practical problems encountered in the students' productions. With the addition of a lab session.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
TEC 468  
STAGE MANAGEMENT III  
Undergraduate  
A continuation of 467 with the addition of a lab session.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 469  
STAGE MANAGEMENT III  
Undergraduate  
A continuation of 467 with the addition of a lab session.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 471  
TECHNICAL PRODUCTION PRACTICE III  
Undergraduate  
First course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 472  
TECHNICAL PRODUCTION PRACTICE III  
Undergraduate  
Second course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 473  
TECHNICAL PRODUCTION PRACTICE III  
Undergraduate  
Third course in a 3 course sequence. For all technical students, assignments will be commensurate with ability and experience.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

TEC 490  
INTERNSHIP  
Undergraduate  
The internship provides the student with an opportunity to learn by working with experienced professionals in an area related to his or her area of study at The Theatre School.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 100  
WORLD OF THE THEATRE  
Undergraduate  
Through the aesthetic analysis of plays and dramatists that were foundational in the development of dramatic literature, the student is encouraged to develop basic critical standards for the understanding and appreciation of dramatic production. Can be taken by non-Theatre School students.  

THE 105  
HISTORY OF DRAMATIC LITERATURE  
Undergraduate  
Second course in a 3 course sequence.  
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 106
HISTORY OF DRAMATIC LITERATURE: CLASSICAL GREECE AND ROME
Undergraduate
Third course in a 3 course sequence.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 141
DESIGN WORKSHOP
Undergraduate
First course in a 3 course sequence. This course will introduce the student to the art of theatre design through the examination of the principles of design and composition, the elements of theatrical design, and the nature of collaboration and communication. It is intended for those who plan to work in the theatre in areas other than design. The focus is on the aesthetic, rather than the technical, aspects of design and on how design fits into the framework of the study of theatre in general. The class is intended to prepare those pursuing a career in theatre for communicating and working with designers. Assignments will emphasize the development of creative skills and a common vocabulary in order to establish a framework for informed choices, and for an appreciation of theatre design and its various areas of specialization. In this first course we will explore the fundamentals of visual design. Students will do several basic design projects during the quarter. The process of theatrical design will be introduced by working with a classic script for design analysis and preliminary design parameters.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 142
DESIGN WORKSHOP
Undergraduate
Second course in a 3 course sequence. In the second quarter the class will focus on applying the fundamentals of the first course to the specific task of theatre design. The emphasis is on scenic design, but costumes, lighting, and sound will also be featured. The script analyzed in the first course will continue to be used to explore the integration of design parameters with the aesthetic and conceptual goals of production. We will also discuss the design process and some of the techniques utilized by designers. Later in the quarter another classic script will be used as the foundation for a final design project culminating in a scenic design for that script.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 143
DESIGN WORKSHOP
Undergraduate
Third course in a 3 course sequence. In the third quarter the emphasis is on group artistic work. In this ‘practicum’ quarter students will collaborate in small groups on a design for a mythological story. Following that, and for the bulk of the quarter, students will be assigned to design teams consisting of director and designers. These teams will follow the entire design process, using a Shakespeare script, culminating in the formal presentation of a fully designed production. It is important to understand that the focus of this course is on design process and communication. The technical aspects of theatre design are kept to a minimum. The course aims to help theatre artists in their collaboration with theatre designers.
Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 200
DRAMA ON STAGE: GENDER & SEXUALITY IN THE THEATRE
Undergraduate
Through lecture, discussion, projects and actual theatre attendance, students explore the human nature of the theatrical impulse and its evolution into theatrical form. Plays and readings deal with issues of gender identity, sexual orientation, and sexuality in performance. Students follow the process of specific drama productions from script to stage and examine the artistic process and the role that sexuality and gender play in performance and rehearsal.
THE 201
THEATRE MANAGEMENT I: INTRODUCTION TO MANAGEMENT CONCEPTS IN THE PERFORMING ARTS
Undergraduate
Through lecture, discussion, readings, videos, research and projects, the student learns about styles of arts leadership, contemporary issues and best practices in the field of non-profit arts management, the history of non-profit arts administration in the US including leaders in the field and opportunities for careers in the arts. Emphasis is placed on how non-profit organizations balance their commitment to the Art, the Artist and the Audience. Specific areas of non-profit arts management to be addressed include the role of the arts manager; the primacy of the mission; planning, change and adaptation; leadership and group dynamics; and human resources. (Cross Listed with PAM 301)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 202
THEATRE MANAGEMENT I: ORGANIZATIONAL STRUCTURE AND FINANCIAL MANAGEMENT
Undergraduate
Through lecture, discussion and projects, the student learns about non-profit arts organizational structures, short-and long-term planning, intersection of mission/vision/values and programming with growth and sustainability, producing vs. presenting organizations, financial management, management information systems and budgeting. (Cross-listed with PAM 302)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 203
THEATRE MANAGEMENT I: MARKETING FOR THE ARTS
Undergraduate
Through lecture, discussion and projects, the student learns about strategies and objectives in marketing and promoting the performing arts. Specific focus is given to integrated marketing and communication strategies; market research and evaluation techniques; organizational image and branding; patron support services; and audience development. Students will create marketing and public relations plans and materials, both independently and on teams, which incorporate targeting audiences; promotions, publicity, and advertising; and working with various forms of media, including social networking and technology-based platforms. (Cross-listed with PAM 303)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 204
HISTORY OF DRAMATIC LITERATURE
Undergraduate
First course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 205
HISTORY OF DRAMATIC LITERATURE
Undergraduate
Second course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 206
HISTORY OF DRAMATIC LITERATURE
Undergraduate
Third course in a 3 course sequence. A study of the development of playscripts, the physical theatre, and means of production from ancient Greek and Roman societies through contemporary theatre. The course emphasized theatre's changing role in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 207
THEATRE MANAGEMENT I: INSTITUTIONAL ADVANCEMENT AND COMMUNITY ENGAGEMENT
Undergraduate
Through lecture, discussion and special projects, the student learns about institutional advancement and development as well as collaborations with internal and external constituencies. Topics include forming partnerships, community outreach, board development and engagement, fundraising and grant writing, donor cultivation, and the philanthropic community. This course is the final course in the four-course sequence on Performing Arts Management, and integrates the topics, vocabulary, themes, and subjects introduced in the previous three courses. (Cross-listed with PAM 304)

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 208
UNDERAGE ONSTAGE
Undergraduate
This class examines theatrical literature from the Ancient Greeks through today to uncover how and why playwrights include children in their works and what affect this has on audiences. Contributing variables examined while studying these plays include the time period written in, the social, political, and cultural context, the playwright’s style, and the genre used. The class will also explore the choice faced by a number of directors; whether to use children true to the age in the script, or adults who can still play young people. The vocabulary of Dramatic Text Analysis will be taught and used when providing written and oral examination of plays covered.

THE 209
SKETCH COMEDY
Undergraduate
Live performances of sketch comedy present theatre in one of its most elemental forms. With a focus on actors and text rather than technical elements, stagings of sketch revues explore the relationship between audience and artist in a dynamic and revealing way. This course will explore both the theoretical underpinnings of comedy and the practical techniques for the creation of this work. The class will examine as literature this work that is often overlooked by critics and theorists because of its perception as a ?low? art form.

THE 210
SCRIPT ANALYSIS
Undergraduate
A study of classical text analysis. Using dramatic literature from naturalism to the avant garde, student will dissect structurally how the plays work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 212
INTRODUCTION TO THEATRE STUDIES
Undergraduate
This course is a general introduction to the aesthetics of the various forms and permutations of theatrical performance. It is a study of performance as an art, with particular emphasis upon its cultural and social influences in our society, and its relationship with the other arts and humanities. The course will emphasize the development of skills for articulate verbal and written response to performances.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 214
ETHICAL DECISION MAKING IN THE THEATRE
Undergraduate
Ethical decisions are a challenging part of every profession. Ethical Decision-Making in the Theatre assumes two basic questions: What is an ethical decision, and why is ethics of particular resonance for theatre professionals? Through readings, writing assignments, and class discussions, this course will work to define ethics by examining examples of both ethical and unethical behavior, will examine the ethical role that theatre plays in our society, and will debate the responsibilities that we carry into the profession as theatre artists and professionals. Through group work we will determine a framework for ethical thinking and will apply this framework to specific situations facing the theatre profession today, ultimately determining whether or not the result is an ethical decision.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 224
DRAMATIC THEORY: TRAGEDY
Undergraduate
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 225
DRAMATIC THEORY: COMEDY
Undergraduate
An introduction to the major developments in dramatic theory from Aristotle to the present. Through reading essays on theory along with plays, the course will create a context for understanding how the ethical, aesthetic and social philosophies of dramatic theory inform theatrical production and literature. May be taken by non-Theatre majors.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 234
DRAMATURGY I: INTRODUCTION TO DRAMATURGY
Undergraduate
The first course in the three-term Dramaturgy I sequence. Through reading about the history of dramaturgy, the course develops the intellectual framework necessary to think about the art and science of the discipline and focuses on the study of dramaturgical issues of the past two decades. Students work on theoretical projects. Some attendance at theatre productions may be required.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 235
DRAMATURGY I: INTRODUCTION TO PRODUCTION DRAMATURGY
Undergraduate
The second class in the three-term Dramaturgy I sequence, this course continues the work of THE 234 and emphasizes writing in a workshop context as well as the process of collaboration and hands-on collaboration itself. Much of the student work focuses on in-house theoretical theatre productions. Students who are dramaturgy-criticism majors prepare to work on their first dramaturgy project, the MFAI short plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 236
DRAMATURGY I: TYA AND PLAYWORKS DRAMATURGY
Undergraduate
The third class in the three-term Dramaturgy I sequence, this course focuses on the dramaturgy for theatrical productions aimed at young audiences. A major emphasis in the class is the preparation of the actor packets and study guides for The Theatre School's Playworks series.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 242
STAGE DIRECTION FOR NON-MAJORS
Undergraduate
This course is designed to introduce students to the director's craft. The focus is on the director's relationship to text through the analysis of playscripts and the use of that analysis to plan an interpretation of a play. Analysis will come from a variety of perspectives--personal, psychological, social, and historical. In addition to preparing and presenting their projects, students will attend performances and write papers in response. The class combines lecture, discussion, group exercises, and in-class activities.

THE 244
DRAMATIC WRITING FOR NON-MAJORS
Undergraduate
This course is designed as an introduction to the process of playwriting. The emphasis on the exploration of a range of techniques and tools available to the playwright. Through the completion and discussion of a series of writing exercises, the class will examine the various elements of playwriting. Particular attention will be paid to the connections between form and meaning. Work for the course will include weekly exercises, written responses to plays in production, and the presentation of projects. Instructional methods will include lecture, discussion, group exercises, and in-class activities. The final project of the class will be the completion of a draft of a 10-minute play.
THE 246
STAGE DESIGN FOR NON-MAJORS
Undergraduate
The course introduces the essential principles of designing for the stage. The art of stage design is explored through the analysis and interpretation of dramatic literature. Students will engage in script analysis, creative research, critical writing, model building and rendering to present visual and written work that represents their personal reflection on the plays examined in the class.

THE 250
AMERICAN FUNNY: STAGE COMEDY FROM GROUCHO MARX TO TINA FEY
Undergraduate
We're a funny people. We also like to watch others be funny. This course explores some aspects of American stage comedy, a genre that is as funny, but less studied, than film comedy.

THE 251
STAGE TO SCREEN: CINEMATIC TRANSLATIONS OF THE DRAMATIC CANON
Undergraduate
It is almost always the case that audiences are introduced to the dramatic canon with cinematic translations of the great plays, rather than actual productions. In this course we will examine what elements theatre and film share as well as what elements one or the other medium possesses exclusively if any. What is lost or, indeed gained in cinematic translation? What is the notion of theatricality? What cannot be translated to the film? What societal elements come into play when translating a play for the screen? Socio-political and historical milieu of the original plays will be examined as well as those of the screen plays.

THE 253
THEME PARK THEATRE
Undergraduate
Theme parks have become contemporary equivalents of the ancient Greek theatre festivals - places where the citizenry gather to revisit the myths and history of the community. While much has been written about theme parks from the perspective of cultural studies, urban planning, and commerce, little attention has been paid to their function as performance or theatre. In this class we will attempt to develop criteria for evaluating theme park attractions as works of art. How do theme parks fulfill or challenge traditional definitions of theatre? What is the relationship between audience and performer? Can/should theme parks aspire to do more than entertain? How are stories told physically and architecturally? How have theme parks influenced theatre and other art forms?

THE 254
POLITICAL THEATRE
Undergraduate
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

THE 255
ANGELS, PUNKS AND RAGING QUEENS: THE ECLECTIC QUILT OF AIDS DRAMA
Undergraduate
Acquired Immune Deficiency Syndrome (AIDS) has left an indelible mark on both the history and culture of the world. While fear and loss can paralyze, they can also mobilize. In addition to destroying generations of artists, AIDS has become what some call “the great unifier,” giving voice to a new generation of theatre artists. But what are these voices? Cries for social change? Political rants? Stories of remembrance? Lessons to educate? All of the above? What does AIDS mean when it appears onstage in a performance? By interpreting and analyzing plays from both national and global AIDS perspectives, reading critical and reflective essays, and through discussion, students in the course will discover how the ritual of theatre has been used to create the eclectic quilt of voices that is AIDS drama.
THEATRE FOR YOUNG AUDIENCES: DRAMATIC LITERATURE: PLAYS FOR THE ONCE AND FUTURE AMERICAN AUDIENCE
Undergraduate
Over the past one hundred years or so, artists and educators in the United States have specifically dedicated themselves to sharing and creating aesthetic, creative experiences for young people. But what have been the impulses behind these plays and creations? Why specifically devise a theatre for young audiences (TYA)? Are children just little adult theatre goers or has an approach and methodology developed through the years to speak directly to young people? The goal of this introductory course is find some answers to these questions by surveying the history of dramatic literature for children in the United States from the beginning of the last century to the present day. Through readings, lectures, workshops, and discussions students will gain insight into the TYA theories, philosophies, styles, and practices that have accumulated over the years. By excavating the past and examining the present, students will achieve further appreciation and understanding of the spectrum of theatrical experiences written and improvised for children.

WRITING LOCALLY, THINKING GLOBALLY: INTERNATIONAL THEATRE FOR YOUNG AUDIENCES
Undergraduate
While writing and performing for their local communities, various international artists have made a global impact on the field of theatre for young audiences. This course is an investigation of the principles, procedures, and practices of theatre for young audiences playwrights and artists worldwide. Through analysis of readings, lectures, workshops, and discussions students will explore the skills and aesthetic techniques that theatre creators from around the globe use to communicate with their audiences. By examining historical, theoretical, and artistic intercontinental connections, students will hopefully gain further appreciation and understanding of the contemporary, global theatre for young audiences (TYA) field.

SHADOWS OF UNDERSTANDING: THE HOLOCAUST IN THEATRE AND PERFORMANCE
Undergraduate
The Holocaust of the 20th Century perpetrated and executed by Nazi Germany, has both seared itself into people's consciousness and become very much a part of world culture. Theatre and performance have been created to try to understand this event and search for meaning. Created through multiple perspectives and styles - historical and political, philosophical and religious, realistic and surrealistic, using dark humor and the power of memory, focusing on gender relations -- there is no one method of presenting the Holocaust artistically. Through a close investigation of key theatre and performances, students will discover many works that were unknown to them and that will help to shed some light on these representations more deeply, reflecting the complexity of the Holocaust in a search for understanding and ultimately seeking to answer this imperative, "Can and should art be made from representations of genocidal atrocity?"

PERFORMING MOSAIC: JEWISH CULTURE'S INFLUENCE ON AMERICAN THEATRE AND PERFORMANCE
Undergraduate
Over the years the abundance of artistic contributions from Jewish creators: playwrights, performers, composers and lyricists, acting teachers and producers - has helped to shape the American Theatre as we know it. Through a critical reading of the plays in their context and viewing performances on video this course will explore the unique synthesis and the long and colorful relationship between Jews and theatre in America. Critical questions to be asked are: How does the ethnic mosaic of America and American values and multi-culturalism act as an incubator? How did anti-Semitism and stereotypes play a role? Does the cultural memory of the Jew as the "outsider and survivor in history" provide a particular aesthetic?

CHICKS, MEAN GIRLS AND FEMMES FATALES: WOMEN WRITING IN THE AMERICAN THEATRE
Undergraduate
This course examines ninety years of women's dramatic writing in America from the jazz age to today. We will look at plays written by women, theoretical essays about the plays, and playwrights' biographies, as well as historical materials illuminating plays' themes and forms. Identity has always been important to American dramaturgy and women have always occupied a unique place in the theatre as actresses, as spectators, as icons, as demons and finally as creators. Women have been playwrights but they have also been producers and theatre adventurers.

OCULAR PROOF: SHAKESPEARE'S INFLUENCE IN CINEMA
Undergraduate
Shakespeare's plays explore the scope and depth of the human experience. Using the visual elements of cinema, these epic stories translate effectively for modern audiences. Students will read four plays by Shakespeare, and explore their thematic and dramatic interpretations on film: two adapted from Shakespeare's themes and two cinematic versions of the plays themselves which will elucidate the 'ocular proof' of Shakespeare's influence on cinema.
THE 268
INTRODUCTION TO THE PRODUCTION PROCESS
Undergraduate
This course introduces students to the specifics of the production process and focuses on similarities and differences between the curricular perspective of the production process at The Theatre School and that of the professional world. Through readings, lecture, and discussion, students will gain an orientation to the responsibilities and expectations of first-year crew assignments, basic skills involved in stage management, examples of the production process from both the Chicago and national theatre scenes, and the concept of collaboration as a fundamental component of all production work.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 269
STAGE MANAGEMENT WORKSHOP
Undergraduate
Second course in a 2 course sequence. A survey of the stage manager's role in pre-production, rehearsal, tech and performance. The course will explore the techniques and responsibilities of the stage manager in a variety of theatrical venues.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 271
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
First course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 272
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
Second course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 273
THEATRE STUDIES PRODUCTION PRACTICE I
Undergraduate
Third course in a 3 course sequence. For all Theatre Studies students, this course makes assignments related to the student's major, including Dramaturgical work, assistant directing, and stage managing.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 291
PERFORMANCE WORKSHOP I
Undergraduate
The first course in a 3-course sequence. Students work on basic performance skills through individual and group exercises in acting, voice and speech, and movement. The work culminates in in-class performances of selected scenes and/or monologues from a variety of contemporary American plays.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 292
PERFORMANCE WORKSHOP II
Undergraduate
The second course in a 3-course sequence. Students expand on basic performance skills emphasized in Performance Workshop 1. The emphasis in this second quarter focuses on the actor's approach to text, intentionality and motivation, objectives, obstacles, the tactics used in realizing physical actions in performance, and an introduction to the director-actor relationship in rehearsal.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 293
PERFORMANCE WORKSHOP III
Undergraduate
The third course in a 3-course sequence. The focus of the final course is on the practical dynamics of the director-actor relationship. Students in Performance Workshop 3 serve as the acting company for those students in the third quarter of the BFA Directing sequence.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 301
THEATRE MANAGEMENT II: INTRODUCTION TO COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about the current environment in the world of commercial theatre. Focusing on the study of producing, students will learn about the nature of the work of the producer, general manager, and other key figures; securing rights to theatrical properties; raising capital for theatrical productions (filings, offerings, Securities and Exchange Commission); facilities and touring issues. Studies include researching commercial theatre entities and individuals.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 302
THEATRE MANAGEMENT II: HUMAN RESOURCES MANAGEMENT IN THE COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about human resource management and compliance with federal employment laws including review of employee handbooks, employee benefits, payroll and withholding, I-9, W-2 and W-4 forms, employee vs independent contractor status as well as hiring someone who is a corporation. The course reviews the history, membership, contracts and work rules of the theatrical unions in the United States, collective bargaining, labor arbitration and non-union human resource management in commercial theatre.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 303
THEATRE MANAGEMENT II: FINANCIAL MANAGEMENT IN THE COMMERCIAL THEATRE
Undergraduate
Through lecture, discussion and projects, the student learns about financial planning, budgeting and accounting, box office income, booking agreements and deals, paying labor and other expenses, income statements, and settlements. Attention is paid to distinguishing between facility licensing agreements and booking contracts.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 320
MOVEMENT WORKSHOP
Undergraduate
By exploring a beginning approach to one or more methodologies intended to increase an actor's movement and use of self, this course provides a starting point for the analysis of the processes an actor uses to broaden, deepen, and clarify physical work on a character and as a member of an artistic ensemble.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 324
DRAMATIC THEORY
Undergraduate
This course explores the art and craft of reviewing and writing about theater and the other performing arts in a variety of different media, from newspapers to alternative weeklies to magazines. The course also aims at developing for the student a systematic understanding of the concepts and issues that have historically informed theatrical criticism, as well as those that inform the contemporary period.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 325
DRAMATIC CRITICISM
Undergraduate
Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 326
DRAMATIC CRITICISM
Undergraduate
Through reading, lecture, discussion, and writing practicum, the course introduces foundational concepts in descriptive and evaluative criticism. Through the process of writing critical responses to theatre performances, the course addresses topics from criteria for script evaluation to expected outcomes of the theatrical experience. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 327
PLAYWRITING
Undergraduate
First course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. Can be taken by non-Theatre School students with permission of instructor

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 328
PLAYWRITING
Undergraduate
Second course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. Can be taken by non-Theatre School students with permission of instructor

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 329
PLAYWRITING
Undergraduate
Third course in a 3 course sequence. A practical course in which the student writes a series of exercises and short plays exploring the basic techniques of playwriting. Can be taken by non-Theatre School students with permission of instructor

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 330
MUSICAL THEATRE WORKSHOP
Undergraduate
This course provides an introduction to musical theatre through performance (including solo and group singing and scene preparation) and historical and theoretical studies (including vocal technique, musical theatre history and literature, and music theory).

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 334
DRAMATURGY II: CLASSICAL DRAMATURGY
Undergraduate
The first class in the three-term Dramaturgy II sequence, this course continues the work of Dramaturgy I and focuses on the preparation for work on a classical play.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 335  
DRAMATURGY II: NEW PLAY DRAMATURGY  
Undergraduate  
This course is taught in conjunction with The Theatre School's playwriting program and focuses the dramaturgical work involved in new play development.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 336  
DRAMATURGY II : DRAMATURGY CAPSTONE  
Undergraduate  
The final class in the dramaturgy sequence, this course focuses on issues relevant to dramaturgical work. Students in the class will be required to write a thesis essay that emphasizes a dramaturgical issue relevant to their own production work. This is course is open to theatre majors only.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 241  
ARE WE STILL FABULOUS?: QUEER IDENTITY IN CONTEMPORARY DRAMA  
Undergraduate  
Born out of ACT UP and the AIDS militant movement of the late 1980s and early 1990s, Queer Nation concerned itself with the issue of gay and lesbian enfranchisement and power. They created the battle cry, "We're here, we're queer, we're fabulous, get used to it;" thereby granting the gay community ownership of the word “fabulous.” Fabulousness not only became a new manifesto for queer politics and camp, but also became synonymous with irony, tragic history, defiance, gender-fuck, glitter, and drama. Currently, young playwrights have shifted the visor of gay drama from overtly political dramas to stories of identity and love. In replacing direct political messages with more personal appeals for social progress, is contemporary gay drama still fabulous? By interpreting and analyzing the most current queer plays, reading critical and reflective essays, and through discussion, students in the course will decide for themselves if “fabulous” is a thing of the past or stronger than ever in the present.

THE 344  
HAMLET IN PERFORMANCE: SCRIPT, STAGE, SCREEN  
Undergraduate  
It is through performance that the essence of Shakespeare materializes. In this course we will examine the relationship of Hamlet to theory, theatrical performance, and film. What makes a good production of Hamlet or a bad one? Was Hamlet rooted in economic necessity? What is lost or gained by filmic representation? To comprehend Shakespeare as a writer whose Hamlet continues to fascinate modern audiences, the course looks at not only the page-to-stage translations but also the critical cultural context in which he first achieved artistic success.

THE 345  
POLITICAL THEATRE  
Undergraduate  
This course surveys political theatre from the ancient Greeks right up until today. Through an examination of the political contents of specific plays and of theoretical reading, such as manifestos, the course instructs students in critical thinking, the relationship between form and content, and between a society and one genre of art.

THE 371  
THEATRE STUDIES PRODUCTION PRACTICE II  
Undergraduate  
First course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 372  
THEATRE STUDIES PRODUCTION PRACTICE II  
Undergraduate  
Second course in a 3 course sequence. This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 373
THEATRE STUDIES PRODUCTION PRACTICE II
Undergraduate
Third course in a 3 course sequence. This course makes assignments based on the student’s ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 381
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
First course in a 3 course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 382
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
Second course in a three-course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 383
SURVEY OF THE ARTS FOR THEATRE
Undergraduate
Third course in a three-course sequence. The styles and aesthetics of art, architecture, fashion and the decorative arts from ancient Egypt through the first half of the 20th century are examined. Emphasis is placed on periods and countries that are most important to American theatre. Can be taken by non-Theatre School students with permission of instructor.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 399
INDEPENDENT STUDY
Undergraduate
Independent Study

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 408
CAPSTONE: PREPARING FOR THE PROFESSION
Undergraduate
Preparing for the Profession is the first course in the 2-term Capstone sequence. This course serves as a cumulative and summative examination of both the academic and practical components of a 4-year BFA program in theatre studies. Through readings, writing, and discussion, the course will emphasize a number of theoretical issues such as the question of ethical decision-making in theatre practice and the interrelationship between liberal studies coursework (what we make theatre about) and theatre coursework (how we make theatre). From a more practical perspective, this course will also provide students with an introduction to portfolio preparation and cover letters and resumes for prospective jobs as students prepare to enter the professional market.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 410
THEATRE STUDIES CAPSTONE
Undergraduate
Graduating students will explore the practical and philosophical issues of contemporary theatre. Topics will range from the preparation of resumes and portfolios for various positions to explorations of the role of the arts in society.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
The 412
Portfolio Preparation
Undergraduate

Portfolio Preparation expands and heightens the work begun in THE 408, Preparing for the Profession, and THE 410, Capstone. Students during the spring quarter course will work to develop a variety of cover letters for prospective jobs, refine and finesse their resumes, review interviewing techniques, and participate in a series of mock interviews for specific theatre companies - all in preparation for Theatre Studies participation in Graduate Showcase.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 424
Seminar: Topics in Theatre Studies
Undergraduate

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 425
Seminar: Topics in Theatre Studies
Undergraduate

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 426
Seminar: Topics in Theatre Studies
Undergraduate

Seminars will offer intensive study of various areas of theatrical study including history, criticism, performance and production. The courses may be organized around specific topics, issues, artists or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 427
Playwright's Seminar
Undergraduate

First course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 428
Playwright's Seminar
Undergraduate

Second course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

The 429
Playwright's Seminar
Undergraduate

Third course in a 3 course sequence. Advanced playwrights work on longer, more complicated projects. The production values of these scripts are explored by actors and playwrights in the New Play Workshop.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 434  
SEMINAR: TOPICS IN DRAMATIC LITERATURE  
Undergraduate  
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 435  
SEMINAR: TOPICS IN DRAMATIC LITERATURE  
Undergraduate  
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 436  
SEMINAR: TOPICS IN DRAMATIC LITERATURE  
Undergraduate  
Seminars will offer intensive study of various areas of literature created for the theatre. The courses may be organized around specific playwrights, historical periods, styles or themes.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 471  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 472  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 473  
THEATRE STUDIES PRODUCTION PRACTICE III  
Undergraduate  
This course makes assignments based on the student's ability and experience.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.

THE 490  
THEATRE STUDIES INTERNSHIP  
Undergraduate  
The internship provides the student with an opportunity to learn by working with professionals in an area related to his/her area of study at The Theatre School.

Status as an Undergraduate or Graduate Theatre student is a prerequisite for this class.
THE 511
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training course as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of tickets sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

THE 512
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

THE 513
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

THE 521
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 522
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 523
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students' weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.
THE 534
DRAMATURGY I
Graduate
This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 535
DRAMATURGY I
Graduate
This course develops the skills necessary to begin work as a production dramaturg through a consideration of practical, historical, and theoretical issues. The students work on both in-class and school productions as well as writing critical essays.

Status as Graduate Theatre student is a prerequisite for this class.

THE 599
INDEPENDENT STUDY
Graduate
Independent Study

Status as Graduate Theatre student is a prerequisite for this class.

THE 601
GRADUATE SEMINAR
Graduate
The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

THE 602
GRADUATE SEMINAR
Graduate
The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

THE 603
GRADUATE SEMINAR
Graduate
The course familiarizes the student with the requisites of the thesis project and prepares the student to successfully complete this graduate requirement. Additionally, students review material in preparation for the comprehensive exam in the history of theatre and dramatic literature.

Status as Graduate Theatre student is a prerequisite for this class.

THE 611
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.
THE 612
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training as full-time employment at Chicago Shakespeare Theater. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure. (4-6 credit hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 613
GRADUATE MANAGEMENT PRACTICUM
Graduate
Work training as full-time employment at Chicago Shakespeare Theatre. Specialized training in company operations of ticket sales, gift processing, customer service, house management, producing, company management, budget development, special event planning, subscription campaign, marketing and development, facilities operations, and organizational structure.

Status as Graduate Theatre student is a prerequisite for this class.

THE 621
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students’ weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads. (3 credit hours)

Status as Graduate Theatre student is a prerequisite for this class.

THE 622
ARTS LEADERSHIP SYNTHESIS SEMINAR
Graduate
All study revolves around this weekly seminar that includes aspects of the Chicago Shakespeare work experience and DePaul course integration in addition to readings, field trips, projects, and time for independent study. The Synthesis Seminar is fluid and reflective, allowing for both examination of coursework and on-the-job experience. Each seminar session synthesizes the students’ weekly studies, experiences both at work and in the community, independent research, and natural curiosity in close connection with Theatre School faculty, program director, and the Chicago Shakespeare department heads.

Status as Graduate Theatre student is a prerequisite for this class.

THE 681
ARTS LEADERSHIP THESIS PROJECT
Graduate
As the final term of the Synthesis Seminar, this course focuses on the culmination of the program and successful completion of a final capstone project. These projects will be individually selected in conference with the Program Director during the second year of the program. Possible projects include analytical reports, a specific and substantial employment undertaking, and exploration and treatise with an innovative focus in the industry.

Status as Graduate Theatre student is a prerequisite for this class.

TV 289
THE BUSINESS OF TELEVISION
Undergraduate
Course provides historical background of the television business, beginning with the initial launch of the industry in the 1940s. Students examine the establishment of the regulatory system, including the Federal Communications Commission (FCC), the operational structure of stations and networks, the development of cable and satellite broadcasting, and the programming policies and strategies of the present broadcasting industry. PREREQUISITE(S): DC 271
TV 301
TELEVISION PROGRAM DEVELOPMENT
Undergraduate
Television program development is a creative and intense process that takes you from the germ of a story idea to a fully thought out series or program. In this class, you will work with your colleagues and the instructor to enhance your skills in storytelling and in pitching your “baby” to industry executives from cable to network to public and independent services. PREQUISITE(S): DC 201, DC 272

TV 320
EDITING FOR TELEVISION
Undergraduate
Class emphasizes editing and post production producing under tight deadlines. Students edit commercials, trailers, and PSA projects. PREREQUISITE(S): DC 220, DC 271

TV 330
WEBISODE PRODUCTION
Undergraduate
Students will write, produce, edit, screen and webcast a series of five-minute webisodes over the course of the quarter, focusing on short form storytelling for online distribution. Students have to think creatively, collaborate and act quickly to complete the webisodes on deadline. The class will focus on short serial storytelling discussing composition, structure and editing for the various forms the work will take (narrative, documentary, sitcom, reality, etc…). Production groups will be assigned and create a series. Each student will write at least one script of that series that will be produced. All will take part in the production process. PREREQUISITE(S): DC 210

TV 381
LIVE EVENT/TALK TV WORKSHOP
Undergraduate
In this workshop students will produce events with guest artists, presented in front of a live studio audience. Students will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. They will learn the professional practices and positions that constitute talk-show format television production. Post-production and finishing for Web Streaming and VOD delivery will also be addressed. 2 credits. May be repeated for credit.

TV 481
LIVE EVENT/ TALK TV WORKSHOP
Graduate
In this workshop students will produce events with guest artists, presented in front of a live studio audience. Students will help prep each appearance and participate as crew members in the multi-camera production and telecasting of the events. They will learn the professional practices and positions that constitute talk-show format television production. Post-production and finishing for Web Streaming and VOD delivery will also be addressed. 2 credits. May be repeated for credit.

CDM graduate students in the Pre requisite Phase are restricted from registering for this class.

UIP 240
CAREER PATHWAYS: EXPLORE YOUR OPTIONS
Undergraduate
This 2-credit course will help you analyze your values, skills, personality preferences and studies as a foundation for career possibilities. You will meet with a mentor from the Chicago community, who shares your career interests, and you will examine a variety of career paths, supported by research and personal reflection. This course is not recommended for seniors.

UIP 250
LIBERAL STUDIES INTERNSHIP
Undergraduate
This course is for students who wish to integrate work and learning. Students will learn career planning skills, explore the organizations in which they work, gain an understanding of how they contributed to their organizations, and discuss societal and world issues, as they affect their workplaces. Students are required to work 10 hours per week while enrolled in the course and attend four 3-hour class meetings. Attendance at an internship orientation meeting is required prior to the start of the course.
UIP 251
VALUES-BASED LEADERSHIP: MAKING A DIFFERENCE WHILE MAKING A PROFIT
Undergraduate

The primary focus of UIP 251 is to examine and apply the values, goals and operating methods of visionary leaders who have successfully pursued financial rewards for themselves and their organizations, while also achieving, through their actions, broader social goals. The results of the examination will be applied at the students' internship sites, where students will demonstrate a range of leadership skills, including an analysis of basic management issues and recommendations for improvements. In addition to working at least 100 hours at an internship site, the course will consist of four class meetings and ongoing D2L discussions. Attendance at an internship orientation meeting is required prior to the start of the course.

UIP 252
CREATIVITY AS A CHANGE AGENT THE WORKPLACE
Undergraduate

Creativity as a Change Agent in the Workplace explores how innovation is a controlling variable within all careers. Students will study how creativity functions within his or her workplace. The class will examine the process of creativity as it might work to revolutionize an industry or force it into failure. Students will examine creative innovations related to the following: invention, leadership, advertising and marketing, teaming concepts and collaboration, and the drive behind entrepreneurship. This experiential learning course is designed to focus the student’s attention on the creative process as it relates to the observable workplace, reflective practice, and the application of theories and ideas. Attendance at an internship orientation meeting is required prior to the start of the course.

UIP 253
PUBLIC SERVICE CAREERS
Undergraduate

Public service jobs involve working with organizations that aim to produce a public good, rather than produce a profit. Those organizations may be nonprofits (providing low-income housing, or supporting the arts, e.g.); community organizing groups (such as ACORN, the Association of Community Organizations for Reform Now); foundations, which typically provide funding to nonprofit organizations; unions; and the local, state, and federal governments. This course will provide an opportunity to students to familiarize themselves with career opportunities in the public service sector by focusing on (a) the types of problems that public service organizations attempt to address; (b) the different strategies used by different types of public service organizations; and (c) the range of available public service jobs. The course will promote the life-long process of integrating work and learning, enable students to view their internship within a broad perspective, assist career decision-making, promote individual success through on-the-job experience, and provide students with valuable networking opportunities, all with a focus on public service careers. Attendance at an internship orientation meeting is required prior to the start of the course.

UIP 254
CORPORATE SOCIAL RESPONSIBILITY
Undergraduate

Corporate Social Responsibility analyzes the mutually dependent relationship between businesses and society, focusing on how organizations can contribute their resources, expertise, and innovations to the benefit of our local, national, and global communities. Using an approved internship experience as a basis for observation, reflection, and problem solving, this course studies the commitment of corporate leadership as it grapples with gaining competitive advantages while striving towards social ideals. By examining their own internship experiences, along with real world case studies, research, and commentary, students will examine the critical decision-making processes organizations address as they balance competitive advantages against the weight of social progress. Attendance at an internship orientation meeting is required prior to the start of the course.

UIP 313
CO-OP WORK ASSIGNMENT
Undergraduate

These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.
UIP 319
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 322
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 323
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 324
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 325
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today’s organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.
UIP 326
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 327
CO-OP WORK ASSIGNMENT
Undergraduate
These courses will enable students to gain experience in a co-op job that is related to their academic majors, concentration and professional goals. Due to changes in technology, strategic goals and hiring trends in today's organizations, students need more than classroom knowledge to become marketable upon graduation. One way in which the lessons from the classroom can be supplemented is through cooperative education jobs, in which students get practical real-world experience. Not only does a co-op work assignment provide valuable lessons which can be learned in no other way, students will gain work experience, job contacts, and job references which will make them more competitive in the post-graduation market. This is an opportunity for students to establish themselves in professional settings and apply theory.

UIP 350
ADVANCED INTERNSHIP: NAVIGATING THE CHANGING WORKPLACE
Undergraduate
Navigating the Changing Workplace is a completely online course, in which students use their current work experience as a laboratory to examine, discuss online, and report on key environmental issues impacting their organizations and their personal work lives. Students will be given opportunities to study workplace change, as well as diversity, ethics and leadership issues. Students will also develop networking skills and become aware of career opportunities in the Chicago community. The course is designed to equip students to navigate the changing workplace successfully and make informed career and work life decisions. Students are required to work at least 100 hours, while enrolled in the course.

UIP 351
CO-OP TUTORIAL
Undergraduate
This 2-credit course will consist of an independent study in a topic area to be agreed upon by you and the instructor. The primary assignment will be a paper and a presentation, describing a project that could actually be implemented at your organization and which would contribute to its success or productivity. Additional assignments will allow you to integrate your work experiences with academic readings. This course includes two meetings with your instructor and ongoing email discussions that focus on the readings. Students are required to speak with their advisor to learn how this course may be applied to help satisfy their JYEL requirement.

UIP 366
CO-OP REFLECTION: ENSURE YOUR CAREER SUCCESS
Undergraduate
Students will put learning into practice by reflecting on their Co-op or long-term internship. Students will acquire access to and knowledge of the organizations, problems and conditions in which they are working; observe how societal and world issues surrounding leadership, social responsibility and spirituality affect their workplaces, all while preparing for a career in your field of interest. The course will be taught using a variety of guest speakers, group discussion, new media, and other interactive resources.

UIP 367
GLOBAL PERSPECTIVES
Undergraduate
Global Perspectives is designed to support students' developing viewpoints and experiential reflections during an intensive internship in Honduras. Honduras, with over half of its population living below the poverty line, is the third poorest country in the western hemisphere. Students who are on the Global Brigades trip to Honduras will be asked to gain a personal as well as an analytical perspective on the effect of Honduras' struggling economy and political instability as these two variables act upon the following local concerns: poverty, education, community health, combating disease, environmental sustainability, and the way global partnerships interact. In doing so, students will be asked to reflect on their personal, immediate, and local experiences, and they will be asked to consider how a range of careers choices might work to respond to the very real, pervasive and growing concerns of poverty around the globe?even those not specific to Honduras.
VFX 200
INTRODUCTION TO VISUAL EFFECTS
Undergraduate
Students will explore contemporary concepts and approaches to production in the current state of film and video effects work. Digital and traditional methodologies will be covered, with a concentration on digital exercises illustrating modern techniques. This course has an additional fee. PREREQUISITES: NONE

VFX 278
DIGITAL COMPOSITING I
Undergraduate
This course is an introduction to compositing and special effects in digital post production. Using current editing/compositing software, students will learn techniques used to combine live action footage with 2D and 3D animation and graphics. PREREQUISITES: DC 220 and VFX 200

VFX 321
DVD AUTHORING
Undergraduate
This course is designed to guide the student in the creation of a fully interactive DVD with menus, chapters, multiple tracks, "Easter eggs," and special features. Students will utilize the current editing/motion graphics/compression/titling software in the creation of their professional quality DVD's. The class will also explore Blu-Ray and HDDVD formats. PREREQUISITES: DC 220

VFX 378
DIGITAL COMPOSITING II
Undergraduate
This course expands on topics covered in VFX 278. Emphasis is on developing the student's understanding of advanced compositing techniques and design. PREREQUISITES: VFX 278

VFX 391
VIRTUAL CINEMA
Undergraduate
Utilizing traditional, live-action, filmmaking techniques along with green screen compositing and CGI students will create high-definition narrative motion pictures. Working on a "digital backlot" students will employ HD cameras while actors work in front of a green screen to all for the artificial backgrounds as well as some major foreground elements to be added later during the post-production stage. Students will be expected to collaborate with animation students in the creation of their final projects. PREREQUISITES: VFX 378, DC 390

VFX 478
DIGITAL COMPOSITING II
Graduate
This course expands on topics covered in VFX 278. Emphasis is on developing the student's understanding of advanced compositing techniques and design. PREREQUISIT(S): VFX 278 or DC 460.

CDM graduate students in the Prequisite Phase are restricted from registering for this class.

WGS 100
WOMEN'S LIVES: RACE/CLASS/GENDER
Undergraduate
This course will introduce students to Women's & Gender Studies by exploring a range of issues that contemporary women face through experiences stratified by race, class, gender, sexuality, and disability. Topics will include women's identities; body image and the media; women's sexuality; intimate relationships and families; women, violence and criminalization; women's work, wage discrimination, and welfare reform; women's health issues, such as reproductive rights, and medical research. Participants will have opportunities to examine ways that this stratification interacts in varied eras, cultures, and sub-cultures to shape women's lives. Students will engage in an activist focus as they are introduced to the layers of oppression that affect many women's lives, from the personal to the global. As they analyze social, cultural, and political issues through "gendered lenses", participants may expand a view of their personal lives to include a framework that encourages resilient responses to such oppression.
WGS 200
WOMEN'S STUDIES IN TRANSNATIONAL CONTEXTS
Undergraduate
This course is a transnational approach to Women's & Gender Studies, examining how goods, money, and media images of women cross national in new ways. A further focus is on how this transformation of national boundaries depends not only upon political changes but also upon economic and cultural shifts. This transnational perspective pays attention to the inequalities and differences intersecting race, class, and gender that arise from new forms of globalization as well as from older histories of colonialism and racism. The course is designed to give the student an in-depth look at a world of connections that do not necessarily create similarities in how women variously experience that world. It introduces students to research by and about women that reflects transnationality in all of its possibilities and challenges.

WGS 212
GROWING UP FEMALE IN AMERICA
Undergraduate
This course examines what it means to grow up female in the contemporary U.S. It explores the ways in which girls develop and are socialized through childhood and adolescence, focusing on how families, schools, peers, and the larger culture influence young women's lives and the ways in which race, ethnicity, class and sexual orientation affect their growth and learning and how their interaction might affect the behaviors and choices of young women as they mature.

WGS 215
GENDER AND EDUCATION
Undergraduate
This course examines gender as a social construct and its meanings within the context of educational institutions, its implications for teaching and learning, and organizational practices that may oppress and/or empower groups or individuals. Emphasis is given to social forces within the larger society that affect education and schooling; sex-stereotyping and gender bias; teacher behaviors; attitudes, practices, and expectations; student motivation and achievement; principles of non-sexist education; gender bias in settings outside of schools; current issues in the media and popular culture; and the ways in which gender bias and sexism interact with other forms of prejudice, inequality, and oppression.

WGS 225
CONSTRUCTING GENDER AND SEXUALITY
Undergraduate
This course will explore through interdisciplinary theory and research how gender and sexuality are socially constructed. It will examine how such constructions have evolved over time and how individuals of diverse identities and cultural backgrounds have been affected by the changes. Discussion will focus on the roles played by powerful societal institutions (e.g., religious, political, and medical) in effectively defining what is considered gender-appropriate behavior and legitimate sexual expression. Finally, the activism of recent social movements to psychological and politically empower individuals who are neither heterosexual nor traditionally masculine or feminine will be explored.

WGS 249
GENDER AND POLITICS IN IRELAND
Undergraduate
This course explores the relationship between gender and politics in Ireland, focusing on the political history of gender relations in Ireland, women's political involvement throughout the enormous changes of the 20th Century, and contemporary legal and public policy issues related to sex/gender. The attitudes and behaviors of women as voters, activists, officeholders and peace activists will be examined, as will Ireland's place in global gender issues. We will pay particular attention to the changes that have taken place since Ireland's entry into the EU, the "Celtic Tiger" transformations of the Irish economy, and the impact of the recent worldwide economic recession on gender and politics in Ireland, along with the efforts of women, North and South, to further the process of peace in the North, which has been wracked by violence for several decades. Cross-listed with IRE 249.

WGS 250
FEMINIST FRAMEWORKS
Undergraduate
This course introduces feminist theories and methodologies with an emphasis on how theoretical frameworks shape specific research, policies, and praxis. The course will provide an introductory exploration of feminist frameworks in relationship to specific issues and questions within women's studies, with some attention to the resulting research/analytic methods. The class will delineate, analyze and compare the underlying assumptions and frameworks of a variety of feminist theories (i.e. historical materialist, liberal, radical, standpoint and identity-based, critical race, postcolonial, and transnational theoretical frameworks) in relation to a set of issues and questions (e.g. violence against women, sex discrimination, reproductive rights). The class will explore the relationship between these frameworks and knowledge production, public policy, and social change efforts within transnational contexts. Thus, the students will be able to discern how theories frame research questions and methods, as well as how they frame policy issues and action proposals; and students will be able to analyze the theoretical frameworks comparatively.
WGS 255
DECONSTRUCTING THE DIVA
Undergraduate
This course studies the figure of the diva as a powerful cultural text, central to both understanding historical conceptions of socially normative femininity and to uncovering and examining our own present-day conceptions of what it means to be feminine, to be a woman. Through fiction, drama, biography, autobiography, film, audio recordings, gender and performance theory, the course explores representations of the diva in literature, art, and popular and high culture.

WGS 270
WOMEN IN CARIBBEAN SOCIETIES
Undergraduate
This is a survey course which focuses on the diverse social, cultural and political realities of women in the Caribbean region across and within historical periods marked by colonialism, slavery and indentureship; anti-colonial, nationalist and labor movements; economic globalization and the emergence of the postcolonial. Drawing on primary documents, images, feminist postcolonial writings, the course investigates how women of indigenous, African, Chinese, Indian and multiracial (or “mixed”) descent have been positioned within various societies, and in relationship to each other. Topics covered include visual representations of women, gender and sexuality; forms of resistance and political engagement; motherhood, reproduction and the State; women in various religious traditions; work and economic status; social class, color and femininities; popular culture.

WGS 275
BLACK FEMINIST THEORIES IN A U.S. CONTEXT
Undergraduate
This course introduces students to the major figures, statements, and movements that shape Black feminist thinking, writing and activism in the United States. Issues examined may include social and economic equity, beauty and voice, activism and social change; and the exploration of identity and subjectivity through the lens of intersectionality, including race, gender, sexual orientation, class, citizenship, and immigrant status. Throughout we will consider Black feminist thought's situatedness in larger frameworks of Western feminist thought and its linkages with international feminist discourses.

WGS 290
SPECIAL TOPICS
Undergraduate
See course schedule for current offerings.

WGS 300
FEMINIST THEORIES
Undergraduate
Disagreements about what counts as feminist theory have raged as the borders of feminist discourse have shifted over the past two and a half decades. Yet most feminists continue to insist that sex/gender be considered basic categories of analysis and theory. Broadly conceived, feminist theory--historical or contemporary--represents an attempt to understand and interpret the roots and causes of women's place in the world. This course examines how different theoretical perspectives address gender, class, racial, and sexual inequalities and the method(s) proposed for social change. Students will be required to critically engage these theories in terms of how they address the commonalities and differences among women, especially insofar as these are grounded in race, class, and sexual identifications and dissonances. This course is a core requirement for the Women's & Gender Studies major.

WGS 250 is a prerequisite for this course.

WGS 303
GENDER, VIOLENCE AND RESISTANCE
Undergraduate
This course explores the social and cultural contexts of interpersonal violence in women's lives, with a focus on domestic violence, rape, harassment. The course seeks to understand how gender, race, class, sexuality, and national differences and inequalities shape the experiences of violence, the social and institutional responses to violence, and strategies for resistance and change.
WGS 306
GENDER AND FAMILIES
Undergraduate
Gender and Families is an upper-level undergraduate course that considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families' lives.

WGS 307
WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
Undergraduate
This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and “Third World” feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

WGS 310
FEMINIST ETHICS
Undergraduate
This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics' characterizations. It examines and evaluates the ethic of care as an alternative moral perspective and investigates a variety of themes and values discerned in women's moral experiences. It explores feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and examines the ethical dimensions of difference among women.

WGS 314
ANTIRACIST FEMINISMS
Undergraduate
This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WGS 316
REPRESENTATIONS OF THE BODY
Undergraduate
This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. We will enter this discussion by examining how the body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction. The readings attempt to capture the complexity of this evolving field using a multidisciplinary approach, including such fields as history, art, medicine, philosophy, religion, sociology, women's studies, and cultural studies. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture (to what extent is the body natural? cultural?), body and spirit (what does human "embodiment" mean? are we our physical bodies-and nothing else?), and how discourses of power converge in and on the body (gender/race/class/age/ability). Course topics include: the meaning of physical pain in Western history; the personal experience of and social construction of race in the U.S., with its background assumptions about skin color; the social constructions of gender, sexualities, and sexual desire; personal experience and the cultural "readings" and representations of male and female, old, disabled, and transgressive bodies; socio-cultural "readings" of physical violence pertaining to both victim and perpetrator.

WGS 320
TRANSFORMATIVE JUSTICE: THEORY AND PRACTICE
Undergraduate
This course introduces students to transformative justice responses to violence that do not rely on state institutions. These include collective processes for support and healing, intervention, accountability, and prevention. The pedagogical praxis of learning will be through communal peacemaking circles and collective strategy sessions to create community responses to violence.
WGS 322
FEMALE IDENTITIES: YOUNG ADULT LITERATURE
Undergraduate
This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls’ experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WGS 324
WOMEN IN THEATRE: A GLOBAL PERSPECTIVE
Undergraduate
This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

WGS 326
WOMEN AND LAW
Undergraduate
This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity. Cross-listed as PSC 363.

WGS 330
LESBIAN LIVES
Undergraduate
This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 430.

WGS 332
CREATING CHANGE: CONTEMPORARY GLBT POLITICS
Undergraduate
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture. Cross-listed as PSC 312 and LGQ 332.

WGS 334
GROWING UP FEMALE IN A GLOBAL CONTEXT
Undergraduate
This course will address issues related to growing up female and coming of age in the 21st century within a global context. We will focus on the following questions: what does it mean to be female, a girl, a young woman in diverse cultural and cultural contexts, examining the ways in which community, family, peers, schools and relationships with others, popular culture and public policy influence their lived experiences, attitudes, beliefs, behaviors, choices and possibilities. The analytical framework will be rooted in understanding how the intersections of race, ethnicity, class, sexual orientation, religion, and belief systems influence notions of the self, the body, and the construction of female identities.

WGS 336
WOMEN AND FILM
Undergraduate
This course explores one or more ways in which film as art, as cultural product, or as industry has dealt with women, as subjects, artists, consumers or critics of film.
WGS 338
SEXUAL JUSTICE: LESBIANS, GAYS AND THE LAW (CROSS-LISTED AS WGS 438)
Undergraduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination.

WGS 350
GENDER EQUITY IN SCOTLAND
Undergraduate
This course explores issues of gender equity in Scotland today and their relation to the gender and human rights policy agenda of the United Nations. While in Chicago students will examine theoretical models upon which the Scottish gender equity agenda is based, and then travel to Scotland, where students will witness first hand the realities and experiences of institutionalizing those mechanisms. The course offers students experiential learning opportunities as they meet key players in Scots academic and policy communities who have been integrally involved in Gender Equity Initiatives

WGS 352
GENDER, COMMUNITY, AND ACTIVISM: COMMUNITY-BASED LEARNING IN WGS
Undergraduate
Gender, Community, and Activism : Community-Based Learning in WGS is an interdisciplinary experiential/service learning seminar designed for undergraduate and graduate students in the field of Women's and Gender Studies. In an effort to provide students with an experience that integrates the feminist-informed theoretical work of the classroom with practical application in the community, the course will pair students with internship opportunities at community-based organizations that focus on a cause/issue related to their particular area of scholarly interest. The course is designed to encourage learning by doing and reflecting, where students will be asked to reflect on their internship experiences outside of the classroom through course readings, written assignments, and class discussion.

WGS 354
CONTEMPORARY KNITTING: GENDER, CRAFT, AND COMMUNITY SERVICE
Undergraduate
This course will explore the gendered history of knitting and its contemporary popularity as both a creative leisure-time activity and a means of providing community service. The social history and social construction of a gendered division of labor surrounding knitting, with its complexities, provide the theoretical foundation of the course. Students will learn the basic techniques of knitting and will be expected to practice their new skills in- and out-side of the classroom. They will reach a level of proficiency sufficient to producing a minimum of three contributions to service knitting projects.

WGS 375
FEMINIST SMS OF THE BLACK DIASPORA (CROSS-LISTED AS WGS 475)
Undergraduate
This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies.

WGS 378
UTOPIAN AND DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND
Undergraduate
What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.
WGS 386
BLACK WOMEN’S EXPERIENCES: VARIABLE TOPICS
Undergraduate
Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally--making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements--literature and the media. Cross-listed with WGS 486 and ABD 386.

WGS 387
TEEN VIOLENCE PREVENTION
Undergraduate
This course is an interdisciplinary experiential/service learning seminar in which students will participate in, and critically reflect upon, a relationship violence prevention program in Chicago area high schools. This class will explore adolescent development, considering the ways in which economic, social, political and cultural contexts influence that development. In addition, we will focus on adolescent relationships, group work with teens, aggression and violence in intimate -- in particular teen -- relationships, and evaluation of programs to prevent teen violence. Each week students will address a set of theoretical and/or practical themes that in some way relate to teen violence and aggression, as well as prevention of such violence. Discussions of each theme will draw on course readings, lecture materials, and perhaps most importantly, students' experiences working with teens in schools.

WGS 388
QUEER THEORY: AN INTRODUCTION (FORMERLY WMS 284)
Undergraduate
This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities.

WGS 390
WOMEN ACROSS CULTURES (CROSS-LISTED AS MLS 441, WGS 490)
Undergraduate
A critical analysis of the experiences of women around the world in diverse social contexts, examined through different disciplines, with a special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within western societies. (Cross-listed as WGS 490 and MLS 441)

WGS 391
METHODS AND SCHOLARSHIP IN WOMEN’S STUDIES
Undergraduate
An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal. Not recommended for non-majors. (Cross-listed as WGS 491)

WGS 392
INTERNSHIP
Undergraduate
By arrangement. Variable credit.

WGS 394
WOMEN, SELF, AND SOCIETY SEMINAR
Undergraduate
Women, Self and Society Seminar (cross-listed as Women's and Gender Studies 480 and Master's of Liberal Studies 468). Variable Topics. See course schedule for current offerings.

WGS course or instructor permission is a prerequisite for this course.
WGS 395
WOMEN’S STUDIES ADVANCED SEMINAR (PREREQ: WGS 391 OR PERMISSION OF INSTRUCTOR)
Undergraduate
The Advanced Seminar emphasizes interdisciplinary methodology and students' independent research. Designed to be an integrating experience, the seminar will focus on discussion, response to research, and blending theory and application. Not recommended for non-majors

WGS 391 or instructor permission is a prerequisite for this course.

WGS 398
TRAVEL/STUDY
Undergraduate
(Cross-listed with WGS 498)

WGS 399
INDEPENDENT STUDY
Undergraduate
By arrangement. Variable credit.

WGS 400
FEMINIST THEORIES (CROSS-LISTED AS MLS 440)
Graduate
This course is designed to provide you with an introduction to the development of some contemporary feminist theories: local, global, transnational. The theories are interpretive frameworks to analyze, understand and act in the world. The theorists/writers offer concepts to critically analyze structures and practices of oppression, privilege, resilience, and resistance; they provide frameworks for conducting feminist research, advocacy, and activism for personal, social, intellectual, and/or political change and transformation. In this course, we will examine how these theoretical perspectives seek to understand and address various systems of inequality and power and the method(s) that we - theorists, scholars, researchers, advocates, activists, artists, writers - propose for change. We will discuss how these various feminisms continue to develop and evolve in relation to one another and to changing historical, political, social, economic contexts.

WGS 406
GENDER AND FAMILIES
Graduate
This course considers issues raised by the diverse roles that women, men, and children play in families. It focuses particular attention on the social construction of gender in families, and examines families in their social, economic, and political contexts. Topics covered include adult intimate relationships, the social construction of motherhood and fatherhood, and shifting gender relations of power in families, family stress and adaptation, and the impact of social policies on families’ lives.

WGS 407
WOMEN IN THE MIDDLE EAST: BEYOND THE VEIL
Graduate
This course explores how Middle Eastern Women have been represented in the media outside of the Middle East, by Arab women scholars, and "Third World" feminists and challenges these representations by focusing on issues such as veiling, the everyday lives of Middle Eastern Women, political activism, literary works, economics and social class, and media representations.

WGS 410
FEMINIST ETHICS
Graduate
This course explores theoretical issues regarding women's moral experience and feminist approaches to liberation from various forms of socio-cultural and political oppression. It explores the moral status of women from their own experiences and perspectives, in contrast to traditional Western ethics characterizations. It examines and evaluates the ethic of care as an alternative moral perspective and investigates a variety of themes and values discerned in women's moral experiences. It explores feminist ethical perspectives on oppressive social practices, such as racism and violence against women, and examines the ethical dimensions of difference among women.
WGS 414
ANTIRACIST FEMINISMS
Graduate
This course introduces students to the wide array of feminist thinking regarding ideologies of race, racism, white privilege, ethnocentrism, racial and ethnic identifications, and their relationship to gender, class, sexual and national identities and locations. The ways that racism has divided women's movements and feminist organizations will be examined along with the work of feminist scholars, writers, activists, and advocates who have articulated explicitly anti-racist theories, analyses, and programs within the U.S. as well as internationally.

WGS 415
CONTENTIONS IN FEMINIST AND GENDER THEORIZING: NEW DIRECTIONS
Graduate
This course addresses different aspects of feminist and gender theorizing and their interrelationships, focusing on exploration and critical examination of controversies and debates in the field. The course content engages students in examining philosophical, ideological, social, political, and cultural fault lines that offer opportunities to deepen and extend our understandings about discourses on women's and gender studies constructions and negotiations, in the late 20th century as well as in the early 21st century. The lens through which particular issues and ideas are viewed draws upon multiple perspectives, taking into consideration issues of culture and context, grounded in examining specificities of the local in relationship to global or transnational dynamics.

WGS 416
REPRESENTATIONS OF THE BODY
Graduate
This course reflects the current explosion of intellectual interest in the body as a site of cultural meaning. We will enter this discussion by examining how the body, which seems to be a natural, universal fact, is also a deeply cultural symbolic construction. The readings attempt to capture the complexity of this evolving field using a multidisciplinary approach, including such fields as history, art, medicine, philosophy, religion, sociology, women's studies, and cultural studies. The course addresses the questions of how the body is socially created and sustained. It explores those questions in terms of tensions between nature and culture (to what extent is the body natural? cultural?), body and spirit (what does human "embodiment" mean? are we our physical bodies -and nothing else?), and how discourses of power converge in and on the body (gender/race/class/age/ability). Course topics include: the meaning of physical pain in Western history; the personal experience of and social construction of race in the U.S., with its background assumptions about skin color; the social constructions of gender, sexualities, and sexual desire; personal experience and the cultural "readings" and representations of male and female, old, disabled, and transgressive bodies; socio-cultural "readings" of physical violence pertaining to both victim and perpetrator.

WGS 422
FEMALE IDENTITIES: YOUNG ADULT LITERATURE
Graduate
This course is an introduction to Young Adult Literature as a genre and explores how this literature relates to adolescent girls' experiences in diverse cultural contexts. It addresses themes related to physical and emotional development, the development of personal values and beliefs; the construction of identity; beliefs and attitudes about the body; interpersonal relationships; gender and sexuality; and coping with change, death, belonging, alienation, and escape. Course materials are multicultural with a focus upon the experiences of female adolescents in terms of ethnicity, culture, gender, religion, disability, as well as other dimensions of difference within national and international contexts.

WGS 424
WOMEN IN THEATRE: A GLOBAL PERSPECTIVE
Graduate
This course examines the concepts of gender and theatrical performance with reference to history, culture, critical response, viewer interpretation, and identity in a global context. Students will study character as a dramatic construct with respect to gender, race, and class; it examines how dramatic images are as diverse as their cultural contexts; explores the concepts of reader and viewer response to theater; and interrogates the relationship between the American theatrical image and the larger global context within which images are created.

WGS 426
WOMEN AND LAW
Graduate
This course investigates the variety of ways in which women come into relation with the law, e.g., through laws and judicial decisions dealing with equal opportunity.
WGS 430
lesiAn lives
Graduate
This course explores constructions of lesbian lives, politics, and communities in the U.S. using the political cartoons of artist Alison Bechdel as a primary text, along with theoretical and historical readings. Students examine the constructions of identities and politics within lesbian culture, paying particular attention to how these have changed and evolved over time, and how community can be created and sustained. Cross-listed with WGS 330.

WGS 432
CrEating ChAnge: CoNtemporary glbt politiCs
Graduate
This course explores the historical roots and contemporary realities of gay, lesbian, bisexual and transgendered (GLBT) politics, nationally and internationally. GLBT groups and individuals are gaining political recognition, challenging institutions, and creating change by asserting claims to rights and protections under law. Such issues as hate crimes, marriage, AIDS, and ballot initiatives over non-discrimination law and policy have entered the political mainstream since the 1970's. This course examines the GLBT movement, its political and social strategies, conflicts and issues, and the political roles played by its members as participants in political culture.

WGS 438
Sexual JusTice: lesbiAnS, gayS and the law (CoRss-Listed aS wgs 338)
Graduate
This course examines the historical and contemporary relationships between lesbians, gays, and the law in the U.S., focusing on the intersections of power, sexuality, and identity with issues of sexuality-based discrimination. It focuses on case law, along with social science and legal literature, seeking out a diversity of voices and experiences. Primary emphasis will be on cases that have come before the U.S. Supreme Court since the mid-1950's, with particular attention paid to how groups and individuals have reached out to the court system for redress of injustice and how these groups and individuals have exercised or failed to exercise power within the legal process. The U.S. legal system has reflected a complex set of social and institutional arrangements with regard to sexuality. This course explores the evolution and current construction of these arrangements, how power is allocated and adjudicated, and how law may be used to resist and dismantle pervasive discrimination.

WGS 440
GeNeRedeD commUницAтion (CoRss-Listed wiTh cmn 523)
Graduate
Examines research into the ways the various aspects of communication are affected by and affect the social construction of gender. Topics covered include language and language usage differences, interaction patterns and perceptions of the sexes generated through language and communication. (Cross-listed as CMNS 523)

WGS 455
Women and ArT (CoRss-Listed wiTh MLS 474 aNd Art 356)
Graduate
Examines the work of the most significant women artists from the Renaissance to the present. It will also investigate how women have been represented in Western art by both male and female artists. (Cross-listed as MLS 474 and ART 356)

WGS 460
Gender and socieTy (CoRss-Listed aS MLS 447 & soc 470)
Graduate
Attention to the growing literature and empirical research on changing patterns in economic, psychological, and social outcomes for women and men. Consideration of various theories of gender differentiation and equality. (Cross-listed as MLS 447 and SOC 470)

WGS 465
GloBaLizAtion, transnAtionAlism, aNd Gender
Graduate
This course examines how gender-based inequities are linked to global and transnational politics of power, security, political economy, militarism, and ecology. There will be a focus on how gender roles, relationships, and identities are constructed, deployed, challenged, and resisted around the globe, paying particular attention to how systems and structures of gender, race, class, sexuality, age, ability, culture, religion, nation etc. are interconnected. It will explore how resistance to structural inequities is constructed within and across national boundaries, paying particular attention to the role of non-governmental organizations (NGOs) worldwide and how the responses of NGOs to crises (e.g., nuclearism, uneven economic development, environmental degradation) highlight the shortcomings of state-centered decision making.
WGS 470
ADVANCED PSYCHOLOGY OF WOMEN AND GENDER (CROSS-LISTED AS PSY 561/MLS 478)
Graduate
A review of research and theory on women's and gender, including sexist biases and methodology, feminist therapy, violence against women, and gender differences in the development of power and sexuality. Cross-listed as MLS 478 and PSY 561.

WGS 475
FEMINISMS OF THE BLACK DIASPORA (CROSS-LISTED AS WGS 375)
Graduate
This course is designed to offer a critical examination of black women's experiences and thought within a global and transnational framework. The course examines works by and about black women in diverse social, political, and geographical contexts: the continent of Africa, Western Europe, Canada, Latin America, the Caribbean, and Australia. Topics to be explored will include issues of politics and ideology; power and inequality based on intersectionality of race and other dimension of identity; agency, activism, and social movements; the mass media, popular culture and social policies.

WGS 478
UTOPIAN & DYSTOPIAN LITERATURE AND FILM: GENDER, RACE AND BEYOND
Graduate
What does the future hold for humankind on this planet and elsewhere? What will life be like in the not too distant as well as far distant futures? How will societies be organized? What kinds of cultural milieus will shape life and living? How will identities be articulated and negotiated? Who will govern? Who will be in resistance? Who will be present and who will be absent? How will things come to be? These questions will form the core of our study of a genre devoted to social commentary, envisioning vastly different ideas about the future, emergent from 20th century works.

WGS 480
SELECTED TOPICS: WOMEN, SELF AND SOCIETY
Graduate
Topics vary. See schedule for current offerings. [Cross-listed as MLS 468 and WGS 394]

WGS 485
WOMEN, GENDER, AGENCY, AND SOCIAL CHANGE
Graduate
This course will examine women's individual and collective involvement in social, economic, and political resistance and change. The course will focus on women's participation with attention to the ways that gender shapes the history and development of social movements organized at local, national, regional and global levels, within and across differences of race, class, ethnicity, nationality, religion, geographic location and sexuality. Concrete examples of women's and gender movements within particular historical and geographical contexts, including within Africa, Latin America, Europe, the Middle East, Asia, the United States, among others, will be highlighted.

WGS 486
BLACK WOMEN'S EXPERIENCES: VARIABLE TOPICS
Graduate
Topics vary. This course is designed to address issues related to the particular experiences of women in the Black Diaspora. Topics will vary in terms of their particular focus in addressing issues that are important to understanding Black women's experiences in a US context and globally: making interconnections to the experiences of women of other ethnic, cultural, and national backgrounds. The course will provide occasions for students to study and examine issues such as Black women's cultural criticism, Black women in the arts, engagement in activism and social and political movements --literature and the media.

WGS 488
QUEER THEORY: AN INTRODUCTION
Graduate
This course examines some of the central texts of queer theory in order to contextualize and historicize the notion of homosexuality as a primary category of identity. The issue of sexual normativity as it relates to gay and lesbian assimilation will also be discussed. Because of the significant relationship of gender and sexuality, we will also examine theories of embodiment and take up the debates around the politics of intersex and transgender identities.
WGS 490
WOMEN ACROSS CULTURES (CROSS-LISTED AS MLS 441, WGS 390)
Graduate
A critical analysis of the roles of women in societies around the world, with special emphasis on economics, politics and culture. Focus is on African, Asian and Latin American cultures and nondominant groups within Western societies. Topics vary each quarter. (Cross-listed as MLS 441 and WGS 390)

WGS 491
METHODS AND SCHOLARSHIP IN WOMEN'S & GENDER STUDIES
Graduate
An exploration of the transforming effects that feminist methodologies and scholarship have had in the social sciences and humanities. This course emphasizes interdisciplinary research approaches, feminist publishing, and the interplay of research and activism, as it prepares students to write a research proposal.

WGS 400 is a prerequisite for this course.

WGS 493
FINAL PROJECT INDEPENDENT RESEARCH
Graduate
This course involves individual investigation and research (toward completion of the Master's thesis, project, or portfolio) under the supervision of a faculty member. A minimum of 4 credit hours required. Course can be repeated for a total of 8 credit hours.

WGS 495
SPECIAL TOPICS IN WOMEN'S STUDIES
Graduate
Topics vary. See schedule for current offerings.

WGS 496
CANDIDACY CONTINUATION
Graduate
Students who must take extra time to complete the requirements for the Master's thesis, project, or portfolio must enroll in candidacy continuation each quarter of the academic year until this Master's requirement has been completed. Non-credit, $40.00 per quarter.

WGS 497
CANDIDACY MAINTENANCE
Graduate
Masters candidates who are not actively working on their thesis, project, or portfolio during a given quarter but who want to maintain active university status can register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit, $40.00 per quarter.

WGS 498
FOREIGN STUDY
Graduate
Foreign Study

WGS 499
INDEPENDENT STUDY
Graduate
WLE 330
TEACHING LITERACY K-12
Undergraduate
This course provides an overview of the curriculum, instruction, and assessment strategies used in K-12 classrooms to foster and develop students' L1 and L2 literacies. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of world languages to grow in their understanding of the literacy-learning contexts that students will bring to their language classrooms. Issues that emerge in planning and conducting literacy instruction in schools are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 1). Course participants enjoy multiple opportunities to apply and analyze theories; to observe, critique, and practice instructional strategies; to make informed curricular and instructional decisions; and to use assessment to inform one's planning.

WLE 349
TEACHING MODERN LANGUAGES
Undergraduate
Prepares for teaching modern languages at the middle and secondary school levels. Examines the theory and practice of teaching modern languages with an emphasis on developing alternative teaching strategies and using diverse resources. Lesson and unit development, evaluation, and classroom management also will be discussed. Issues that emerge in planning and instruction are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2). PREREQUISITE(S): SEC 364 or equivalent.

Advanced Teacher Candidate Standing is a prerequisite for this class.

WLE 350
METHODS OF TEACHING WORLD LANGUAGES IN THE ELEMENTARY SCHOOL
Undergraduate
This course is designed to provide training in the theory and methods of teaching Foreign Languages in the elementary school (FLES) to both pre- and in-service teachers. Pre-service teachers include World Language majors interested in elementary school teaching and elementary majors who are proficient in a world language and interested in teaching FLES. In-service teachers include elementary teachers proficient in a world language who are teaching or who are interested in teaching FLES and secondary trained teachers who are teaching or who are interested in teaching FLES. In order to meet the objectives of this course and subsequent methods courses, it is expected that all participants be able to demonstrate proficiency in English and a second language before enrolling. Issues surrounding elementary methods are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2).

WLE 360
SECOND AND WORLD LANGUAGE ACQUISITION
Undergraduate
This course is an introduction to the theoretical study of second or world language acquisition (SLA) from a generative and psycholinguistic perspective. The content of the class is founded on the major concepts and issues of language acquisition, including UG-access, L1-transfer, and age effects, and the acquisition of form vs. meaning. The course pays particular attention to empirical second and world language studies at the syntax/ semantics interface. Course readings and discussion examine the complexities of the processes involved in acquiring a world language that includes the relation between first and SLA; contrastive and error analysis; interlanguage; the social and cultural influences on SLA; learner variability; learning strategies; and classroom interaction analysis. Issues surrounding second and world language acquisition are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 1).

WLE 370
METHODS OF TEACHING INTEGRATED WORLD LANGUAGE K-12
Undergraduate
The purpose of this course is to provide the theoretical, research, and pedagogical foundations that underpin effective instructional practices for world language teaching and learning through the content areas. The central premise of the course is to reformulate world language instruction to integrate subject matter content into the curriculum, including science, social studies, math, fine arts, etc. This methods course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. Issues surrounding integrated instruction are discussed and deliberated through university classroom experiences as well as required field experiences (20 hours, minimum; level 2).
WLE 384
CAPSTONE I N WORLD LANGUAGE EDUCATION
Undergraduate
This course is taken concurrently with WLE 385, Student Teaching in World Languages. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and career as teachers.
COREQUISITE(S): WLE 385.

WLE 385
STUDENT TEACHING I N WORLD LANGUAGES
Undergraduate
(12 credits) Student teaching is the culminating experience of the World Languages certification program. It is a ten-week, 30-hour/week experience. Students must successfully complete student teaching with a grade of B- or better in a language classroom in which they are seeking certification to teach. The course is taken concurrently with WLE 384, World Languages Capstone. PREREQUISITE(S): Application and approval required. Open only to DePaul students.

WLE 375
WLE HISTORY, POLICY, AND CURRICULUM DEVELOPMENT
Undergraduate
This course engages students in WLE curriculum development and language program advocacy, creation, and sustainability based on an examination of federal and state WLE history and policies and on a review of national and state standards. Reviews theory and application of curriculum development to world language instructional programs, such as design, scope and sequence, organizational patterns, materials and media, teacher training, parent and community involvement, and evaluation. Principal world language education program models are examined and analyzed in light of WLE history, policy, and standards (20/15 hours; level 1).

WLE 326
THEORETICAL FOUNDATIONS OF ESL AND WLE
Undergraduate
Presents an introduction to the field of second and world language, with attention to basic concepts of second language acquisition in various language learning contexts. Discusses interdisciplinary perspectives of second and world language acquisition and their application to classroom practices. Topics include interlanguage, communicative competence, D/discourses, investment/motivation, sociocultural approaches to language learning, universal grammar, etc. The different factors influencing the acquisition of ESL and WLE are examined as well as current research in applied linguistics and different approaches to language teaching.

WRD 98
PREPARATION FOR COLLEGE READING (FORMERLY WRC 107)
Undergraduate
For students who need extra preparation in the development of college reading skills. Emphasizes development of reading strategies suitable for understanding a range of texts. Formerly WRC 107.

WRD 101
BASIC WRITING I (FORMERLY ENG 101)
Undergraduate
An introduction to academic writing; extensive practice in gathering and organizing ideas; attention to correctness in mechanics, grammar, and usage. Students placed in 101 are required to enroll subsequently in 102. Formerly ENG 101.

WRD 102
BASIC WRITING II (FORMERLY ENG 102)
Undergraduate
Continuation of 101, with emphasis on practice in the forms of written exposition. Students with demonstrated proficiency may be permitted to enroll in 102 without taking 101. Some sections of 102 are designated for students for whom English is a second language (ESL). Formerly ENG 102.

WRD 103
COMPOSITION AND RHETORIC I
Undergraduate
An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. Formerly ENG 103.
WRD 103X
COMPOSITION AND RHETORIC I (FOR NON-NATIVE SPEAKERS)
Undergraduate
An introduction to the forms, expectations, and conventions of writing at the college level. Emphasis on audience analysis, rhetorical stance, and the nature of the composing process. These sections are specifically designed for students whose first or dominant language is not English. Students will have the opportunity to focus on writing challenges that are unique to writing in a second or additional language, including increased attention to language skills and to the cultural expectations of U.S. academic audiences. The lower enrollment capacity of this section will allow for greater attention to students’ individual writing needs. These sections address the same course objectives all WRD 103 sections.

WRD 104
COMPOSITION AND RHETORIC II
Undergraduate
Developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources.

WRD 103 or HON 100 is a prerequisite for this course.

WRD 104X
COMPOSITION & RHETORIC II (FOR NON-NATIVE SPEAKERS)
Undergraduate
Designed for specifically for non-native English speakers, this course focuses on developing a convincing argument with information and evidence drawn from a variety of sources. Emphasis on effective research strategies and professional use of sources.

WRD 103X or equivalent is a prerequisite for this class.

WRD 108
COLLEGE READING (FORMERLY WRC 108)
Undergraduate
Devoted to the acquisition and development of analytical, critical, and interactive reading skills essential to continued success in college, regardless of intended major. Emphasizes effective reading techniques, vocabulary development, and comprehension improvement applicable to all academic disciplines. Formerly WRC 108.

WRD 200
WRITING IN THE DISCIPLINES (FORMERLY ENG 200)
Undergraduate
Preparation for writing in academic disciplines. Special attention to forms, conventions, and expectations in university writing at the intermediate level. Formerly ENG 200.

WRD 202
PROFESSIONAL WRITING FOR BUSINESS (FORMERLY ENG 202)
Undergraduate
Effective organization and design of documents common in business life - letters, memos, reports, and resumes. Attention to audience, purpose, and style. Two quarter hours credit.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 203
STYLE FOR WRITERS
Undergraduate
This course provides students with opportunities to explore stylistic choices in written prose. Students will examine both published work and their own writing to explore how to manipulate language in specific contexts to achieve specific ends. Writing workshops will help students provide and receive constructive comments aimed at revision of drafts.
WRD 204  
TECHNICAL WRITING (FORMERLY ENG 204)  
Undergraduate  
In this course, students learn to communicate and interpret specialized information for readers' practical use. The course highlights the action-orientated goals of technical writing and the importance of accurately communicating information to users. The course provides an overview of key issues related to technical writing such as usability, audience analysis, designing pages and screens, effective collaboration with peers, interpreting and presenting data, and writing clearly and persuasively. Students learn to write, revise and present common technical writing genres such as instructions, tutorials, manuals, reports, product/process descriptions, proposals, and oral presentations. Formerly ENG 204.

WRD 205  
HISTORY OF LITERACIES AND WRITING  
Undergraduate  
Literacy is traditionally defined as the ability to read and write. This course will expand that definition to also explore the technological, cultural, and political aspects of literacy from the earliest archeological record of writing to modern information technology and digital literacy. Students will examine practices and narratives surrounding literacy, learn how both physical media and social power constrain what information gets recorded and how, and question the implications of these constraints on the ways we define and engage literacy and writing.

WRD 206  
INTRODUCTION TO PROFESSIONAL WRITING (FORMERLY ENG 206)  
Undergraduate  
In this introductory course, students learn fundamentals of professional writing, with a special focus on distinguishing academic writing from workplace writing. The course provides a solid foundation that students can build on as they develop specializations in their professional fields. Through a series of short assignments, students explore the structure and format of typical professional writing documents, examine a variety of workplace writing situations, and begin developing a clear and concise style appropriate for professional settings. Students analyze and write a number of workplace genres, such as memos, emails, letters, resumes, short reports, web documents, and professional presentations. Formerly ENG 206.

WRD 207  
INTRODUCTION TO WRITING AND RHETORIC (FORMERLY ENG 207)  
Undergraduate  
An introduction to key concepts in the history of rhetoric, the development and current state of rhetoric and writing, and the impact of rhetoric on contemporary life. The course aims at understanding rhetoric as a theoretical approach, a set of practices, and a discipline. Formerly ENG 207.

WRD 208  
INTRODUCTION TO REASONED DISCOURSE (FORMERLY ENG 208)  
Undergraduate  
Study of the problems of reasoned discourse, emphasizing invention and construction of arguments for varied audiences.  
WRD 104 or HON 100 is a prerequisite for this course.

WRD 209  
GENRE AND DISCOURSE  
Undergraduate  
In this class, students examine how discourse and genres are used to frame issues and instantiate values and beliefs. Students will explore theories of genre and discourse, learn to analyze how genre and discourse operate, understand the relationship of formal features to beliefs and practices, and produce texts in a variety of genres.

WRD 240  
ARGUMENTATIVE WRITING  
Undergraduate  
Students in this course will learn techniques for constructing argumentative writing, working with rhetorical methods of inventing and arranging written arguments. Students will examine different genres of argument, but the focus in the course will be on student production and revision. This course builds on and extends skills in argumentative writing that students gain in the first-year writing program.  
WRD 104 or HON 100 is a prerequisite for this course.
WRD 260
RHETORICAL ANALYSIS
Undergraduate
This course will introduce students to methods for analyzing symbolic acts and artifacts in order to understand the perspectives and motivations which shaped them. Students will analyze a variety of rhetorical artifacts from several perspectives including classical rhetoric, argumentation, metaphor, feminism, dramatism, and ethics. Through analysis, students will learn how messages are constructed in order to produce certain effects as well as how to question and respond critically to communication.

WRD 261
DIGITAL CULTURE
Undergraduate
Digital information technologies proliferate in our culture, significantly impacting the rhetorical contexts in which we work and play. This course will explore a variety of topics related to the expansion of digital culture and rhetoric such as the development of the Internet; gaming; the construction of personal and group identity; media convergence; the distribution of work; community, group, and subculture formation online; political and policy issues; cyberterrorism; privacy, and the representation of technology in popular media.

WRD 281
WRITING CENSORSHIP
Undergraduate
An introduction to censorship as both a mechanism of social control and a fundamental element of all rhetorical situations. Explores the history of censorship in the West and engages theoretical questions about the power of language and its suppression as a force for violence. Affords students opportunities to experiment with effective strategies of resistance by writing under varied conditions of censorship.

WRD 300
COMPOSITION AND STYLE [PREREQ(S): ENG 104 or WRD 104]
Undergraduate
Advanced instruction in invention, arrangement, and style, toward developing clear and effective prose styles.

WRD 301
WRITING IN WORKPLACE CONTEXTS (FORMERLY ENG 301)
Undergraduate
Students examine the roles of writing (transactional, informative, and persuasive) in professional contexts and learn common features of workplace writing situations (internal vs. external documents, collaboration, distribution of expertise and authority, content management, globalization) and strategies for responding to them. They will also learn about stylistic conventions common to workplace genres (building an effective professional persona through writing - tone, document design) and their typical formats. Theory and analysis will ground discussions of production and production-based projects. Formerly ENG 301.

WRD 306
RHETORICAL TRADITIONS
Undergraduate
In this historical survey course, students examine a variety of traditions in rhetorical thought. Students will become familiar with key concepts in the Western rhetorical traditional, while also interrogating the centrality of that tradition by examining marginalized or resistant currents in rhetorical thought.

WRD 309
TOPICS IN WRITING, RHETORIC AND DISCOURSE
Undergraduate
See schedule for current offerings.

WRD 103 or HON 100 is a prerequisite for this course.
WRD 320
TOPICS IN PROFESSIONAL WRITING
Undergraduate
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in technical and professional writing.

WRD 323
EDITING
Undergraduate
Students will explore a range of practices associated with the revision of prose for publication. Students will learn to edit for style and consistency at the document, paragraph, and sentence levels. They will also compare and learn to apply differing style guides, learn technologies central to modern editorial practice, and examine related topics such as the Plain Language Movement and preparing documents for translation.

WRD 330
LANGUAGE AND LINGUISTICS
Undergraduate
This course introduces students to major concepts in and approaches to studying language, covering topics such as language structure, language acquisition, dialect variation, language and identity, language policy, and literacy. The course presumes no prior knowledge of linguistics and will be relevant to students studying in a wide variety of majors.
WRD 104 or HON 100 is a prerequisite for this course.

WRD 340
WRITING AND REVISION
Undergraduate
This course operates on the assumption that the secret to strong writing is revision. Students will learn about theories of revision, studying how successful writers revise, and will then put those techniques into practice. The goal of the course is to develop strategies and understanding of the rhetorical situations of writing in different contexts. Students will work on developing voice, taking ownership of work, and creating strong, well supported arguments.

WRD 360
TOPICS IN RHETORIC
Undergraduate
May be repeated for credit as topics vary. This course provides students opportunities to explore concepts in depth and apply specialized practices related to a rotating selection of dedicated topics in the theory and history of rhetoric.

WRD 361
TOPICS IN ALTERNATIVE RHETORICS
Undergraduate
Women, ethnic minorities, gay/lesbian/and transgender writers, and individuals with disabilities are forced to navigate the dominant culture through strategies that draw upon and transform dominant cultural practices. Courses in this topics category will consider questions raised by alternative rhetorics and examine the way rhetorical acts construct such categories and shape the ways in which people are included or excluded from social groups and movements through language use. Students will examine and assess these mediation strategies while also developing theoretical frameworks to analyze and understand them. May be repeated for credit as topics vary.

WRD 362
SEMIOTICS
Undergraduate
Nonverbal codes and their implications for understanding rhetoric and culture.

WRD 363
VISUAL RHETORIC
Undergraduate
As both consumers and producers, we engage daily with a variety of textual and graphical elements. Participation in this course encourages critical consideration of such encounters. Students will examine the assumptions and practices that inform the authorship and interpretation of both print-based and electronic texts. The course will explore cultural and rhetorical frameworks for understanding, evaluating, and composing visual elements in various media.
WRD 368
GLOBAL ENGLISHES
Undergraduate
At the start of the 21st century, English is a global language used in commerce, technology, research, education, and even popular culture around the world. This course explores the role and nature of the English language in a global context. Course readings and discussions will examine the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and the future of English.

WRD 376
FIELDWORK IN ARTS WRITING
Undergraduate
The study and production of writing about art as social engagement, this course explores various genres of arts writing and their functions from the perspective of critic and artist. Combines fieldwork in the Chicago arts scene with collaborating and conversing with artists and professional writers with classroom-based discussion. Students produce a portfolio of writing about art in a variety of genres including the critical, informative, and reflective.

WRD 377
WRITING AND SOCIAL ENGAGEMENT (FORMERLY ENG 377)
Undergraduate
Using writing within community service. See schedule for current offerings.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 378
TEACHING ENGLISH AS A SECOND LANGUAGE IN CHICAGO
Undergraduate
Students explore the theory and practice of learning and teaching English as a Second Language (ESL) through readings and classroom discussion while teaching or tutoring adult ESL learners at a Chicago-area community center. Classroom and service experiences together help students develop an understanding of second language learning, teaching strategies and approaches, and issues of immigration and language policy in both U.S. and global contexts. (Can count for both JYEL credit and minor credit.)

WRD 390
RHETORIC AND PUBLIC WRITING
Undergraduate
This course encourages a reflective stance on the development of the individual writer through the educational process, particularly as that relates to the interplay of the Liberal Studies experience and the WRD major. Students will be asked to look back for the purpose of looking forward, to consider how this broad preparation to excel at rhetorical action across communities of discourse prepares one for public life as a writer. Students will develop a reflective portfolio of prior work and prepare new writing for contexts beyond undergraduate life.

WRD 395
WRITING CENTER THEORY & PEDAGOGY (FORMERLY ENG 395)
Undergraduate
Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required).

WRD 104 or HON 100 is a prerequisite for this course.

WRD 396
WRITING FELLOWS THEORY AND PRACTICE
Undergraduate
A seminar on tutoring writing across the curriculum. Students will read articles and do writing assignments designed to familiarize Fellows with theories of writing and tutoring and to stimulate thinking about the issues these theories raise. This course will also help develop tutoring skills, including practice writing comments on sample papers, participating in mock conferences, and sharing specifics from students’ experiences as Fellows.
WRD 398
INTERNSHIP
Undergraduate
An approved internship obtained in consultation with the department's Internship Coordinator. In addition to internship duties, students will produce weekly journal entries that reflect on internship activities and related coursework; and compile a portfolio of written work product developed during the internship.

WRD 399
INDEPENDENT STUDY
Undergraduate
Independent study guided by a faculty member. Written permission of supervising faculty member and of department chair required before registration.

WRD 104 or HON 100 is a prerequisite for this course.

WRD 500
PROSEMINAR
Graduate
An introduction to the intellectual/scholarly traditions of writing studies, rhetorical theory, and discourse. Students learn different theoretical perspectives as well as the field’s lexical-conceptual vocabulary, providing a gateway to the field and the program’s concentration areas.

Status as a Graduate Writing, Rhetoric and Discourse student is a prerequisite for this class.

WRD 503
ANCIENT RHETORICS (FORMERLY ENG 403)
Graduate
A survey of rhetorical theory from ancient Greece and Rome and as well as various Eastern traditions. The course examines important definitions and discussions of rhetoric from Plato to Augustine, with attention to their implications for an understanding of the roles of rhetoric and writing in modern society. Formerly ENG 403.

WRD 504
RENAISSANCE AND 18TH CENTURY RHETORICS (FORMERLY ENG 404)
Graduate
A survey of developments in rhetoric from the 16th through the 18th centuries. Includes consideration of the vernacular rhetorics of the English Renaissance and analysis of connections between logic, rhetoric and literary criticism in the 18th century, with attention to implications for contemporary studies of language and writing. Formerly ENG 404.

WRD 505
CONTEMPORARY RHETORICS (FORMERLY ENG 405)
Graduate
A survey of theories and practices in 19th- and 20th-century rhetoric. Examines psychological, social and philosophical roots of contemporary rhetorics and the influence of scientific and literary studies on theories of discourse. Formerly ENG 405.

WRD 506
MULTICULTURAL RHETORICS (FORMERLY ENG 406)
Graduate
An introduction to written rhetoric and culture. Explores competing conceptions of culture and meanings of literacy, particularly as they relate to American literacy education. Formerly ENG 406.

WRD 507
GLOBAL ENGLISHES
Graduate
Explores the role and nature of the English language in a global context, focusing on the historical context and cultural legacy of the spread of English, global varieties of English, uses and contexts of English, issues of ownership and identity, and writing and language instruction. Course content draws upon theoretical models of World Englishes, scholarly debates, descriptions of spoken and written English around the world, and artifacts of global Englishes.
WRD 508
DISCOURSE AND STYLE
Graduate
Explores discourse theory and practice in examining features of style, including linguistic and rhetorical perspectives.

WRD 509
GENRE THEORY AND PRACTICE
Graduate
An overview of the study of non-literary genres, focusing on contemporary theories and practices of genre and genre learning. Students become familiar with various disciplinary perspectives on genre theory, methods for analyzing non-literary genres, and pedagogical approaches to teaching genre in the writing classroom. Explores genres from textual, social, and critical perspectives, considering how genres within social and institutional contexts such as the academy, the workplace, and the public sphere.

WRD 510
TOPICS IN RHETORICAL HISTORY
Graduate
Explores topics in rhetorical history. Topics vary.

WRD 511
TOPICS IN COMMUNITY, CULTURE AND IDENTITY
Graduate
Explores topics related to community, culture, and identity from the perspectives of rhetoric and discourse. Topics vary.

WRD 512
TOPICS IN LANGUAGE
Graduate
Explores topics related to language and its intersections with rhetoric and discourse. Topics vary.

WRD 513
SEMIOTICS
Graduate
An introduction to semiotics, or the study of 'the sign'? a theory of meaning that is concerned with anything intended to or interpreted to stand for something else, including objects, pictures, sounds, gestures, and body language. The course examines the construction of meaning in manifold contexts, extending the notion of 'text' beyond the written page to any artifact that functions as a 'message' embodied in a genre and a medium.

WRD 514
SOCIOLINGUISTICS
Graduate
An introduction to the study of language in social contexts. Explores the principles of language variation and change within social contexts.

WRD 515
THE ESSAY
Graduate
Explores the history of the essay as genre from the Renaissance to the present, compares and contrasts literary essays with those written in most school settings, and offers students the opportunity to write their own extended essays on personal and professional topics.

WRD 520
COMPUTERS AND WRITING
Graduate
Explores the cultural, institutional, professional, and pedagogical implications of digital writing technology, drawing upon theories of technology as well discussions from the field of computers and composition.
WRD 521
TECHNICAL WRITING
Graduate
An introduction to various aspects of technical writing, including readability, document design, editing and usability. Formerly ENG 495.

WRD 522
WRITING IN THE PROFESSIONS (CROSS-LISTED AS MLS 459 AND MPS 508)
Graduate
Improves writing skills useful in semitechnical and nontechnical professions; emphasis on style, tone, awareness of purpose and audience; effective memo, proposal and report design.Formerly ENG 494.

WRD 523
EDITING
Graduate
An introduction to editing principles and practices in professional and technical fields.

WRD 524
DOCUMENT DESIGN
Graduate
Theories, concepts, and components of effective document design, including the interrelation of visual displays and written texts across a range of electronic and print genres. Formerly ENG 486.

WRD 525
WRITING FOR THE WEB
Graduate
An introduction to various genres of web-based communication and the roles played by writers, readers, and users of web sites. Includes analysis, design, and revision of web-based writing as well as practice producing written documents which accompany the development of web information.

WRD 526
GRANT AND REPORT WRITING
Graduate
An introduction to the purpose and structure of these common workplace genres through analysis of successful documents and guided practice in producing their own.

WRD 530
TOPICS IN PROFESSIONAL AND TECHNICAL WRITING
Graduate
Explores topics in professional and technical writing. Topics vary.

WRD 540
TEACHING WRITING
Graduate
Introduction to teaching composition at the secondary and college undergraduate levels. The course helps students develop methods of teaching composition based on modern theories of rhetoric, reading and language acquisition. Formerly ENG 480.

WRD 541
COMPOSITION THEORY
Graduate
Explores the development of contemporary theories of written composition; focuses on contexts for writing, the writing process, and reader-writer relationships. Formerly ENG 483.
WRD 542
URBAN LITERACIES
Graduate
Explores the multiple definitions of literacy with a special emphasis on adult literacy in an urban environment. Students examine the relationship between theory and practice, reading about theories of literacy from psychology, cognitive science, education, composition & rhetoric and linguistics while engaging in literacy tutoring at Chicago-area literacy sites.

WRD 543
TEACHING ESL WRITING
Graduate
Provides an overview of the theory and practice of writing in a second language. Examines distinctions between first and second language writing and major issues and dilemmas within the field, including composing processes, error correction and feedback, contrastive rhetoric, culture, course design, plagiarism, and U.S. composition classrooms.

WRD 544
TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE
Graduate
A survey course in the teaching and learning of English as a Second Language (ESL). Familiarizes students with theoretical foundations and basic principles of second language learning and teaching, the components of the major language skills (listening, speaking, reading, writing), and the social and political dimensions of teaching and learning ESL.

WRD 545
TEACHING WRITING ONLINE
Graduate
Explores the teaching of writing in online-supported distance-learning. Introduces students to challenges and best practices and techniques for specific technologies.

WRD 546
PEDAGOGICAL GRAMMAR
Graduate
An introduction to grammar instruction for language and writing classrooms. Introduces students to current research in grammar instruction and applies that research to develop strategies for the instruction of a range of aspects of English grammar, with an emphasis on rhetoric and context.

WRD 547
AP INSTITUTE IN ENGLISH LANGUAGE AND COMPOSITION
Graduate
A workshop designed to help Advanced Placement teachers prepare their students for the AP exam in English Language and Composition and for the demands of college writing. The institute is a week-long, full-day intensive workshop that covers teaching, reading, writing, style, assessment, and argumentation in accelerated high school classes. This course is offered in the summer only.

WRD 550
TOPICS IN TEACHING WRITING AND LANGUAGE
Graduate
Explores topics related to teaching writing and language. Topics vary.

WRD 551
TEACHING APPRENTICESHIP PRACTICUM
Graduate
Ongoing support in instructional practice to include grading and responding to student work; facilitating in-class activities such as discussion and peer workshopping; student-teacher conferencing; classroom management; and related topics. Available only to MA in WRD students admitted to the Teaching Apprenticeship Program.

WRD 540 is a prerequisite for this course.
WRD 582
WRITING CENTER THEORY AND PEDAGOGY (CROSS-LISTED AS WRD 395)
Graduate
Introduction to current theories and practices in writing instruction; prepares students to develop and administer writing centers and to work as writing consultants. (Writing Center practicum required.)

WRD 586
WRITING FOR PUBLIC POLICY
Graduate
Specifically for those admitted to the M.S. in Economics and Public Policy Analysis and M.B.A. in Economic Policy Analysis, this course provides instruction in writing and presentation skills that allow students to communicate research findings to economists, non-economists, business executives, interest groups, and public officials.

Status as an MS in Economics and Public Policy Analysis or MBA in Economic Policy Analysis student is a prerequisite for this class.

WRD 587
ACADEMIC WRITING FOR INTERNATIONAL GRADUATE STUDENTS
Graduate
This course is intended for international graduate students, from a broad range of disciplines, writing in English as a second language. Through various assignments and activities, and by investigating texts in their own disciplines, students will develop and practice writing skills such as summarizing, problem-solution texts, data commentary, critiquing, and various aspects of academic grammar and style.

Admission to the WRD M.A. program is a prerequisite for this class.

WRD 590
INTERNSHIP IN PROFESSIONAL/TECHNICAL WRITING
Graduate
Internship in professional and/or technical writing.

WRD 591
INTERNSHIP IN TEACHING WRITING AND LANGUAGE
Graduate
Internship in teaching writing and/or language.

WRD 595
INDEPENDENT STUDY
Graduate
Independent study guided by a faculty member.

WRD 597
CANDIDACY MAINTENANCE
Graduate
Masters candidates who are not enrolled in a course during a given quarter but who want to maintain active university status should register for this course by permission of the graduate director. This course does not maintain student status for purposes of student loans. Non-credit, $40.00 per quarter.

WRD 599
PORTFOLIO
Graduate
A capstone seminar course in which students select, revise, and write supplementary documentation for a collection of their work appropriate to a job search in their area of concentration or for doctoral program application.
XGAM 399
COMBINED DEGREE COURSE
Undergraduate
This course is to be used for Combined BS/MS degree programs for courses with this subject. This course can be used a maximum of three times or twelve (12) credit hours. This course is open only to students in the Combined BS/MS degree programs and is by Consent of the student's Faculty Advisor only. To register for this course, please complete the Combined Degree Course Form on the CDM web site.
PREREQUISITE(S): Consent of Faculty Advisor.

About This Handbook

The Handbook provides University policies that support both academic and behavior expectations.

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

In addition to the policies and information included in this Handbook, your college or school may have specific guidelines, policies, and procedures for which you are responsible. Please consult your college section.

The Handbook also includes sections on General Information and University Resources,

About DePaul

DePaul University was founded in 1898, by the Congregation of the Mission (or Vincentian) religious community, which follows the teachings of 17th century French priest St. Vincent de Paul. The university's mission emphasizes academic excellence, service to the community, access to education and respect for the individual.

DePaul University is the nation's largest Catholic institution of higher education and is the ninth largest private, not-for-profit university in the nation. Of the 10 largest private universities, all except DePaul are classified as "research extensive" universities, making DePaul the nation's largest university with a primary mission of teaching and service.

DePaul University uses the quarter system of class scheduling, offers more than 250 undergraduate, graduate and professional programs of study.

Academic Calendar 2012-2013

Academic calendars for additional years are available on the Academic Affairs website.

Please note any student enrolled in an online learning class offered by the College of Computing and Digital Media (CDM): Online learning classes offered by CDM have different registration dates than the institutional registration dates. Please consult the Academic Affairs calendar for these dates.

AUTUMN QUARTER 2012

<table>
<thead>
<tr>
<th>Monday</th>
<th>August 27</th>
<th>Begin Immersion Week of Discover Chicago Program</th>
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</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>August 30</td>
<td>Annual Academic Convocation</td>
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<tr>
<td>Friday</td>
<td>August 31</td>
<td>TUITION DUE: AUTUMN QUARTER</td>
</tr>
<tr>
<td>Monday</td>
<td>September 3</td>
<td>Labor Day - University Closed</td>
</tr>
</tbody>
</table>

DePaul University Winter/Spring 2013 Page 2176 of 2244
Tuesday  September 4  New Student Service Day
Wednesday  September 5  BEGIN AUTUMN QUARTER 2012 ALL CLASSES
Tuesday  September 11  Last day to add classes to AQ 2012 schedule
Tuesday  September 18  Last day to drop classes with no penalty
                          Last day to select pass/fail option
Wednesday  September 19  Grades of "W" assigned for classes dropped on or after this day
Tuesday  September 25  Last day to select auditor status
Monday  October 1     DEADLINE: Application for November 2012 degree conferral
Wednesday  October 3   Begin optional mid-term exam week
Tuesday  October 9     End optional mid-term exam week
Tuesday  October 23    Last day to withdraw from AQ 2012 classes
Tuesday  November 13   End AQ2012 Day & Evening classes
Wednesday  November 14 Begin AQ2012 Day & Evening Final Exams
Monday  November 19    TUITION DUE: DECEMBER INTERSESSION
Tuesday  November 20    End AQ2012 Day & Evening Final Exams
                          END AUTUMN QUARTER 2012
Thursday  November 22  Thanksgiving Holiday - University Closed
Friday  November 23    Thanksgiving Holiday - University Closed
Saturday  November 24  Thanksgiving Holiday - University Closed
Sunday  November 25    Thanksgiving Holiday - University Closed
Thursday  November 29  AUTUMN 2012 GRADES DUE
                          IN Grades issued Winter 2012 lapse to F
                          R Grades issued Autumn 2011 lapse to F

DECEMBER 2012 QUARTER/GRADUATE INTERSESSION
Deadline dates for enrollment transactions based on 2-week quarter/ intersession
Monday  November 26    Begin December Quarter/Graduate Intersession
Tuesday  November 27    Last day to add classes for December Quarter/Graduate Intersession
Wednesday  November 28  Last day to drop classes w/no penalty
                          Last day to select pass/fail option
                          Last day to select auditor status
Thursday  November 29   Grades of W assigned on or after this day for all classes dropped
Friday  November 30     TUITION DUE: WINTER QUARTER 2013
Wednesday  December 5   Last day to withdraw from December Intersession classes
Friday  December 14     End December Quarter/Graduate Intersession (some classes may end later)
Friday  December 21     St. Vincent de Paul Day-University Closed
Saturday - January 1    Holiday Break University officially closed

WINTER QUARTER 2013
Saturday  January 5     BEGIN WQ 2013 SATURDAY CLASSES
Monday  January 7      BEGIN WQ2013 DAY AND EVENING CLASSES
Sunday  January 13     Last day to add classes to WQ2013 schedule
Tuesday  January 15    DEADLINE: Application for March 2013 degree conferral
Sunday  January 20     Last day to drop classes with no penalty
Monday  January 21     Grades of "W" assigned for classes dropped on or after this day
                          Last day to select pass/fail option
Monday  January 28     Last day to select auditor status
Friday  February 1     DEADLINE: Application for June 2013 Commencement and June 2013 Degree Conferral
Saturday  February 9   Begin optional mid-term exam week
Friday February 15  End optional mid-term exam week
Sunday February 24  Last day to withdraw from WQ2013 classes
Friday March 15  TUITION DUE: SPRING QUARTER 2013
End WQ Day & Evening Classes
Saturday March 16  Begin WQ 2013 Day & Evening Final Exams
Friday March 22  End WQ 2013 Day & Evening Final Exams
END WINTER QUARTER 2013
Saturday March 23  Begin Spring Break
Friday March 29  Good Friday - University officially closed
Saturday March 30  Easter Holiday - University officially closed
Sunday March 31  Easter Holiday - University officially closed
End Spring Break
Monday April 1  GRADES DUE: WINTER 2013

SPRING QUARTER 2013

Monday April 1  BEGIN SQ2013 DAY & EVENING CLASSES
IN Grades issued Spring and Summer 2012 lapse to F
R Grades issued Winter 2012 lapse to F
Sunday April 7  Last day to add classes to SQ2013 schedule
Sunday April 14  Last day to drop classes with no penalty
Monday April 15  Last day to select pass/fail option
Grades of "W" assigned for classes dropped on or after this day
Friday April 19  Last day to select auditor status
Saturday April 27  Begin optional mid-term exam week
Friday May 3  End optional mid-term exam week
Friday May 17  Last day to withdraw from SQ2013 classes
Monday May 27  Memorial Day (Observed) - University Closed
Sunday June 1  DEADLINE: Application for July 2013 Degree Conferral
Friday June 7  End SQ2013 Day & Evening Classes
Saturday June 8  Begin SQ2013 Final Exams
Friday June 14  End SQ2013 Final Exams
END SPRING QUARTER 2013
Baccalaureate Mass
Graduation Weekend Kick Off
TUITION DUE: SUMMER I SESSION
COMMENCEMENT
Saturday June 15
Sunday June 16
COMMENCEMENT
Friday June 21  GRADES DUE: SPRING 2013
IN Grades issued Autumn 2012 lapse to F
R Grades issued Spring 2012 lapse to F

SUMMER SESSIONS I and II 2013

Monday June 17  BEGIN SUMMER I 2013 CLASSES
Tuesday June 18  Last day to add classes to SUI 2013 schedule
Friday June 21  Last day to drop SUI 2013 classes with no penalty
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 22</td>
<td>Last day to select pass/fail option for SUI</td>
</tr>
<tr>
<td></td>
<td>Last day to select auditor status for SUI</td>
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<td></td>
<td>GRADES DUE: SPRING 2013</td>
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<td></td>
<td>IN Grades issued Autumn 2012 lapse to F</td>
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<td></td>
<td>R Grades issued Spring 2012 lapse to F</td>
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<tr>
<td>July 4</td>
<td>Independence Day - University Closed</td>
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<tr>
<td>July 5</td>
<td>Last day to withdraw from SUI 2013 classes</td>
</tr>
<tr>
<td>July 15</td>
<td>DEADLINE: Application for August 2013 degree conferral</td>
</tr>
<tr>
<td>July 19</td>
<td>END SUMMER I SESSION</td>
</tr>
<tr>
<td>July 22</td>
<td>TUITION DUE: SUMMER II SESSION</td>
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<tr>
<td>July 23</td>
<td>BEGIN SUMMER II 2013 SESSION</td>
</tr>
<tr>
<td>July 26</td>
<td>Last day to drop SUII classes with no penalty</td>
</tr>
<tr>
<td></td>
<td>Last day to select pass/fail option for SUII</td>
</tr>
<tr>
<td></td>
<td>Last day to select auditor status for SUII</td>
</tr>
<tr>
<td></td>
<td>GRADES DUE: SUMMER I 2013</td>
</tr>
<tr>
<td>July 27</td>
<td>Grades of “W” assigned for SUII classes dropped on or after this day</td>
</tr>
<tr>
<td>August 9</td>
<td>Last day to withdraw from SUII 2013 classes</td>
</tr>
<tr>
<td>August 23</td>
<td>END SUMMER II 2013 SESSION</td>
</tr>
<tr>
<td>August 30</td>
<td>GRADES DUE: SUMMER II 2013</td>
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<tr>
<td></td>
<td>R Grades issued Summer 2012 lapse to F</td>
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</tbody>
</table>

**SUMMER TERM 2013 (10-WEEK TERM)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 14</td>
<td>TUITION DUE 2013 TERM</td>
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<tr>
<td>June 17</td>
<td>BEGIN SUMMER 2013 TERM</td>
</tr>
<tr>
<td>June 23</td>
<td>Last day to add classes to Summer 2013 Term</td>
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<tr>
<td>June 30</td>
<td>Last day to drop classes with no penalty</td>
</tr>
<tr>
<td>July 1</td>
<td>Grades of W assigned for classes dropped on or after this day</td>
</tr>
<tr>
<td></td>
<td>Last day to select pass/fail option</td>
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<tr>
<td>July 4</td>
<td>Independence Day - University Closed</td>
</tr>
<tr>
<td>July 5</td>
<td>Last day to select auditor status</td>
</tr>
<tr>
<td>July 15</td>
<td>DEADLINE: Application for August 2013 degree conferral</td>
</tr>
<tr>
<td>August 2</td>
<td>Last day to withdraw from Summer Term classes</td>
</tr>
<tr>
<td>August 23</td>
<td>End Summer 2013 Term</td>
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<tr>
<td>August 30</td>
<td>GRADES DUE: SUMMER 2013</td>
</tr>
<tr>
<td></td>
<td>R Grades issued Summer 2012 lapse to F</td>
</tr>
</tbody>
</table>
Admission

Admission to graduate programs is determined by each individual graduate program. Please consult the catalog of the respective college for additional information. For general information or to apply to a graduate program consult the Office of Admission website.

DePaul Campuses

The Lincoln Park Campus is situated about three miles north of the Chicago Loop in the vicinity of Webster (2200 N), Halsted (800 W) and Racine (1200 W). The graduate offices for: the College of Liberal Arts and Social Sciences, the College of Science and Health, the School of Music, the College of Education and The Theatre School are located on the Lincoln Park campus.

The Loop Campus is located at 1 East Jackson Boulevard, between State, Jackson and Wabash. The graduate offices for: the Driehaus College of Business, the College of Computing and Digital Media, the College of Communication and the School for New Learning are located on the Loop Campus.

In addition, some courses are available at the following suburban sites:

- The Naperville Campus is located at 150 W. Warrenville Road, Naperville, Illinois (at I-88 and Naperville Road).
- The O’Hare Campus is located in the Triangle Plaza, 8770 W. BrynMawr Ave Suite 100, Chicago, Illinois (at I-90 and Cumberland).
- The Oak Forest Campus is located at South Suburban Community College’s University and College Center, 16333 South Kilbourn Avenue, Oak Forest, Illinois (at I-57 and 167th street).

Schools and Colleges

Driehaus College of Business

Established in 1912, the Driehaus College of Business is the nation’s tenth oldest business school and serves individuals and organizations seeking access to the highest quality business education as a means for achieving intellectual and professional goals. The College also encompasses our highly respected graduate programs in business.

The Kellstadt Graduate School of Business prepares students to be leaders by frequently updating its programs to keep pace with the dynamics of global business. Kellstadt includes a highly respected part-time MBA program, which has received numerous top-10 rankings by U.S. News & World Report.

College of Communication

The College of Communication provides students with a combination of timeless principles and up-to-the-minute tools, whether they’re pursuing journalism; public relations and advertising; media studies; radio, television and film; relational, group and organizational communication; or culture and communication.

College of Computing and Digital Media

The College of Computing and Digital Media (CDM) is one of the largest colleges of its kind in the nation, and
develops the artists, designers, animators and engineers who will help the visual effects industry grow into the future. CDM is organized into two schools:

The School of Cinema and Interactive Media (CIM) features digital arts majors such as digital cinema, computer games development, animation and interactive media.

The School of Computing (SoC) incorporates traditional information technology majors such as computer science, security, information systems, networking and software engineering.

**College of Education**

The College of Education offers degree programs in bilingual/bicultural education; counseling; curriculum studies; early childhood education; educational leadership; elementary education; middle school mathematics education; reading specialist education; secondary education; social and cultural foundations of education; special education and world language education.

**College of Law**

The DePaul College of Law was one of the first law schools in the country to introduce educational innovations like the study of negotiation techniques, courses in international criminal law and pre-trial courses in skills techniques. Today, our health law and intellectual property programs are among the best in the country, according to U.S. News & World Report.

**College of Liberal Arts and Social Sciences**

The largest college at DePaul, the College of Liberal Arts and Social Sciences (LAS) encompasses more than 36 undergraduate and 28 graduate degree programs, with courses offered in the day, evenings and on weekends, primarily on the Lincoln Park Campus.

**College of Science and Health**

The College of Science and Health (CSH) was established in 2011 to help its students meet the demands of the growing fields of science and health. CSH offers multiple undergraduate majors and graduate programs in the areas of biology, chemistry, environmental science, mathematics, nursing, physics and psychology.

**School of Music**

DePaul's School of Music was founded in 1912 and is dedicated to excellence in both music teaching and performance. When they're not working with DePaul students, many of the school's faculty serve as members of the Chicago Symphony Orchestra, Lyric Opera of Chicago, or the Grant Park Symphony Orchestra, or as some of the city's most prominent freelance, chamber and jazz musicians.

**School for New Learning**

Created in 1972 to serve the learning needs of adult students, the School for New Learning (SNL) is one of the first university-wide efforts in the United States catering to older students through a separate college. SNL's innovative approach to teaching the adult student, which gives students credit toward degrees for life experience, has earned it international acclaim.

**The Theatre School**

Founded in 1925 as the Goodman School of Drama, The Theatre School at DePaul is the Midwest's oldest theatre training conservatory. Known for its highly structured program and set in a world-renowned theater city, the school has earned a reputation as a standard of excellence in American professional theatre training.
DePaul University Mission

This mission statement embodies the principal purposes of DePaul University. As such it is the nexus between past, present and future; the criterion against which plans are formulated and major decisions made; the bond which unites faculty, students, staff, alumni, and trustees as an academic community. As a university, DePaul pursues the preservation, enrichment, and transmission of knowledge and culture across a broad scope of academic disciplines. It treasures its deep roots in the wisdom nourished in Catholic universities from medieval times. The principal distinguishing marks of the university are its Catholic, Vincentian, and urban character.

Central Purposes

DePaul, in common with all universities, is dedicated to teaching, research, and public service. However, in pursuing its own distinctive purposes, among these three fundamental responsibilities this university places highest priority on programs of instruction and learning. All curricula emphasize skills and attitudes that educate students to be lifelong, independent learners. DePaul provides sufficient diversity in curricular offerings, personal advisement, student services, and extracurricular activities to serve students who vary in age, ability, experience, and career interests. Full-time and part-time students are accorded equivalent service and are held to the same academic standards.

As a comprehensive university, DePaul offers degree programs at the undergraduate and graduate levels and a range of professional programs. The liberal arts and sciences are recognized not only for their intrinsic value in undergraduate and graduate degree programs, but also because they are foundational for all specialized undergraduate programs and supportive of all advanced professional programs. The university maintains that depth of scholarship to offer the doctorate in selected academic disciplines. Libraries, computer resources, and other academic support services match the levels and diversity of degree programs.

Research is supported both for its intrinsic merit and for the practical benefits it offers to faculty, students, and society. Broadly conceived, research at the university entails not only the discovery and dissemination of new knowledge but also the creation and interpretation of artistic works, application of expertise to enduring societal issues, and development of methodologies that improve inquiry, teaching and professional practice. In meeting its public service responsibility, the university encourages faculty, staff and students to apply specialized expertise in ways that contribute to the societal, economic, cultural and ethical quality of life in the metropolitan area and beyond. When appropriate, DePaul develops service partnerships with other institutions and agencies.

Students and Faculty

DePaul invites to its programs of study students from across the nation. Originally founded for students from the greater Chicago area, and still serving them predominantly, DePaul continues its commitment to the education of first generation college students, especially those from the diverse cultural and ethnic groups in the metropolitan area. Admission standards for all degree programs are selective or highly selective. In admitting students the university places greatest weight on intellectual potential and academic achievement. It seeks diversity in students’ special talents, qualities, interests, and socio-economic background.

DePaul University seeks to manage its resources effectively so as to control the costs it charges students for programs and services. Moreover, it makes available as much financial aid as possible to assure access to a broad range of talented students. The university identifies and offers special assistance to students of high potential who have been handicapped by educational, personal or societal obstacles beyond their control. From its first charter DePaul has supported a philosophy which now is expressed as being an equal opportunity educator and employer. DePaul continues to provide equal opportunities to students and employees without regard to age, national origin, race, sex, handicap, creed or color. Moreover, it strives to recruit faculty and staff who reflect the diverse mix of the student body.

The faculty, learned yet learning, gives substance to the mission of the university. These men and women personify the intrinsic value of scholarly inquiry and the force of creative and intellectual efforts. Through their dedication to learning, their contributions to a personalistic environment, and their faith in the potential of their students, the faculty and staff serve as role models for students.

Distinguishing Marks

By reason of its Catholic character, DePaul strives to bring the light of Catholic faith and the treasures of knowledge into a mutually challenging and supportive relationship. It accepts as its corporate responsibility to remain faithful to the Catholic message drawn from authentic religious sources both traditional and contemporary. In particular, it encourages theological learning and scholarship; in all academic disciplines it
endorses critical moral thinking and scholarship founded on moral principles which embody religious values and the highest ideals of our society.

On the personal level, DePaul respects the religiously pluralistic composition of its members and endorses the interplay of diverse value systems beneficial to intellectual inquiry. Academic freedom is guaranteed both as an integral part of the university's scholarly and religious heritage, and as an essential condition of effective inquiry and instruction.

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

As an urban university, DePaul is deeply involved in the life of a community which is rapidly becoming global, and is interconnected with it. DePaul both draws from the cultural and professional riches of this community and responds to its needs through educational and public service programs, by providing leadership in various professions, the performing arts, and civic endeavors and in assisting the community in finding solutions to its problems.

Adopted
by the Board of Trustees
November, 1991

Vincentian Identity

The university derives its title and fundamental mission from St. Vincent de Paul, the founder of the Congregation of the Mission, a religious community whose members, Vincentians, established and continue to sponsor DePaul. Motivated by the example of St. Vincent, who instilled a love of God by leading his contemporaries in serving urgent human needs, the DePaul community is above all characterized by ennobling the God-given dignity of each person. This religious personalism is manifested by the members of the DePaul community in a sensitivity to and care for the needs of each other and of those served, with a special concern for the deprived members of society. DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.

University Officers

Rev. Dennis H. Holtschneider, C.M., Ed.D.
President

Rev. John T. Richardson, C.M., S.T.D.
Chancellor

Patricia O’ Donoghue, Ph.D.
Interim Provost

Robert L. Kozoman, C.P.A.
Executive Vice President
Accreditation

Institutional Accreditation

DePaul University is accredited by:

- The Higher Learning Commission of the North Central Association of Colleges and Schools

  230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1413
  Phone: (800) 621-7440 / (312) 263-0456   Fax: (312) 263-7462
  Email: complaints@hlcommission.org
  Web: http://ncahlc.org/Information-for-the-Public/complaints.html

Programmatic/ Specialized Accreditation

- The Association to Advance Collegiate Schools of Business International
Students may provide feedback or register complaints with DePaul’s accreditors at the contact information above or with the following state agencies:

**State Agencies**

- The Illinois Board of Higher Education
Students may provide feedback or register complaints with these entities at the contact information above, or with the Illinois Office of Attorney General at 800-386-5438, http://illinoisattorneygeneral.gov/consumers/filecomplaint.html

**DePaul University Is A Member Of**

- The American Association of Colleges of Nursing
- The American Council On Education
- The Association of American Colleges and Universities
- The Association of American Law Schools
- The Association of Catholic Colleges and Universities
- The Association of Governing Boards of Universities and Colleges
- The Council for Adult and Experiential Learning
- The Council of Graduate Schools
- The Federation of Independent Illinois Colleges and Universities
- The Illinois Arts Alliance
- The Illinois Department of Registration and Education
- The International Association of Theatre for Children and Young People
- The League of Chicago Theatres
- The National Association of Independent Colleges and Universities
- The Council for Opportunity in Education
- The National League for Nursing

**Honor Societies**

Alpha Kappa Delta
Alpha Lambda Delta
Alpha Sigma Lambda
Beta Alpha Psi
Beta Gamma Sigma
Chi Sigma Iota
Delta Mu Delta
Delta Sigma Pi
Gamma Theta Upsilon
Golden Key National Honor Society
Iota Iota Iota
Kappa Delta Pi
Lambda Alpha
Lambda Pi Eta
University Learning Goals and Outcomes

Preamble

In common with all universities, DePaul strives to ensure that its students come away from their experience with knowledge and skills that will enable them to fulfill their personal and professional aspirations, interact productively with others in all their diverse perspectives, contribute meaningfully to society, and continue learning throughout their lives. Moreover, DePaul shares with other universities the goal that students will use their knowledge and skills to conduct themselves ethically and humanely, with an appreciation for the past and an eye towards shaping an even better future.

At the same time, DePaul’s mission -- Catholic, Vincentian, urban -- calls on us to consider these broad goals for learning in a manner that honors the university’s distinctive qualities. DePaul’s Catholic heritage encourages us to study religious traditions, and to critically examine the moral underpinnings of all academic disciplines. The example of St. Vincent, who worked with people from all strata of society in order to address urgent human needs, infuses our understanding of both education and service with a concern for social justice, for the university mission statement reminds us that “the DePaul community is above all characterized by ennobling the God-given dignity of each person.” And as an urban university, DePaul’s deep involvement in multiple communities, within Chicago and beyond, invites us to both draw on the city’s rich opportunities for learning and serve as partners in helping them move forward. In sum, the mission statement tells us, “DePaul University emphasizes the development of a full range of human capabilities and appreciation of higher education as a means to engage cultural, social, religious, and ethical values in service to others.”

With the university’s mission as their foundation, these Learning Goals and Outcomes prepare students to engage in the world of the twenty-first century, carrying with them the heritage and values that distinguish DePaul.

Goal 1. Mastery of Content

This goal embraces the breadth and depth of ideas, theories, approaches, and information which DePaul students encounter through and beyond their studies.

Outcomes: DePaul graduates will demonstrate and be able to apply:

- general knowledge of cultures, religions, science, the arts, history, and computational reasoning.
- specialized knowledge and skills from within a specific discipline or field.
Goal 2. Intellectual and Creative Skills

In order to fully engage with knowledge, whether for a specific purpose or for its own sake, DePaul students are encouraged to develop the ability to think critically and imaginatively, formulate their own understanding, and effectively communicate their ideas. This goal articulates specific skills that comprise these broader abilities.

Outcomes: DePaul graduates will be able to:

- systematically access, analyze and evaluate information and ideas from multiple sources in order to identify underlying assumptions, and formulate conclusions.
- solve quantitative problems.
- create and support arguments using a variety of approaches.
- use existing knowledge to generate and synthesize ideas in original ways.
- communicate clearly in speech and writing.

Goal 3. Personal and Social Responsibility

This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university’s mission.

Outcomes: DePaul graduates will be able to:

- articulate their own beliefs and convictions, as well as others’ beliefs, about what it means to be human and to create a just society.
- articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.
- evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.
- benefit their communities through socially responsible engagement and leadership.

Goal 4. Intercultural and Global Understanding

This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources.

Outcomes: DePaul graduates will demonstrate:

- respect for and learning from the perspectives of others different from themselves.
- knowledge of global interconnectedness and interdependencies.
- knowledge to become a steward of global resources for a sustainable future.

Goal 5. Integration of Learning.

Given the wide range of opportunities for learning at DePaul, it is important for students to develop the ability to consider relationships among individual experiences of learning so as to make meaning of their education in all its variety.

Outcomes: DePaul graduates will be able to:

- relate their learning -- curricular and co-curricular -- to multiple fields and realms of experience.
- make connections among ideas and experiences in order to synthesize and transfer learning to daily practice.
- design, develop, and execute a significant intellectual project.

Goal 6. Preparation for Career and Beyond

This final learning goal builds on all the rest and calls on students to be ready to apply their knowledge and skills to the changing world that awaits them.

Outcomes: DePaul graduates will be able to effectively:

- set goals for future work that are the result of realistic self-appraisal and reflection.
- articulate their skills and knowledge and represent themselves to external audiences.
• work toward goals independently and in collaboration with others.
• employ technology to create, communicate, and synthesize ideas.
• set priorities and allocate resources.
• apply strategies for a practice of life-long learning.

Statement on Academic Advising

Academic Advising at DePaul helps students achieve their educational, personal, and career goals by providing guidance and assistance in the decision-making process. Academic Advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

Students bear ultimate responsibility for decisions and actions that determine their success at DePaul University.

• Students will make informed decisions and register for classes on time.
• Students will obtain the necessary information for course selection and planning in their individualized programs.
• Students will make and keep appointments with their advisors.
• Students will communicate honestly and fully in these advising discussions.
• Students will regularly reflect on the consequences, both academic and financial, of their decisions as they progress in their academic careers toward life choices.

Advisors are responsible for helping students improve their decision making skills.

• Advisors guide students through this learning process during regular interactions at key points during their academic careers.
• Advisors will be available on a regular basis for consultation and encourage students to make and keep regular advising appointments.
• Advisors will monitor their advisees’ academic progress.
• Advisors will encourage students to consult available material related to their program and career choice.
• Advisors will encourage students to reflect on the academic and financial consequences of their decisions about degree programs and course-taking plans.
• Advisors will assist students to set realistic career goals that extend beyond their time at DePaul.
• Advisors will encourage students to incorporate their basic values and beliefs into their decision making process.

The university is responsible for providing the infrastructure for students, faculty, and staff to support effective advising.

• The university will provide the information that students and their advisors need to make informed and timely decisions.
• The university will provide adequate resources of personnel, funding and facilities to support the advising process.
• The university will clearly communicate to advisors and students the policies and options regarding student financial aid.
• The university will regularly evaluate the policies and procedures surrounding advising to improve the advising process on an ongoing basis.
• The university will provide training to help both advisors and students work more effectively together.
• The university will acknowledge the important contribution advisors make by recognizing advising within the institutional reward system.
Tuition and Fees

Complete DePaul tuition rates are available on the Student Accounts website. Tuition policy information is available in the policy section of this handbook.

Graduate Division 2012-2013

Full-time and Part-time, Tuition per credit hour

<table>
<thead>
<tr>
<th>College</th>
<th>Tuition per credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Education</td>
<td>$580.00</td>
</tr>
<tr>
<td>School for New Learning</td>
<td>$575.00</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>$620.00</td>
</tr>
<tr>
<td>College of Science and Health</td>
<td>$630.00</td>
</tr>
<tr>
<td>College of Communication</td>
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</tr>
<tr>
<td>College of Computing and Digital Media</td>
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<tr>
<td>School of Music</td>
<td>$750.00</td>
</tr>
<tr>
<td>The Theatre School</td>
<td>$750.00</td>
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<tr>
<td>Kellstadt Graduate School of Business</td>
<td>$935.00</td>
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THEATRE

<table>
<thead>
<tr>
<th>Package</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate, guaranteed package - Class entering 2010</td>
<td>$29,025.00</td>
</tr>
<tr>
<td>Graduate, guaranteed package - Class entering 2011</td>
<td>$30,290.00</td>
</tr>
<tr>
<td>Graduate, guaranteed package - Class entering 2012</td>
<td>$31,500.00</td>
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</table>

COLLEGE OF LAW

<table>
<thead>
<tr>
<th>Package</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
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<td>$38,900.00</td>
</tr>
<tr>
<td>Class entering 2011, full-time day guaranteed 3-year package (12-16 credit hours)</td>
<td>$41,240.00</td>
</tr>
<tr>
<td>Class entering 2012, full-time day guaranteed 3-year package (12-16 credit hours)</td>
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</tr>
<tr>
<td>Law, part-time evening package (9-12 credit hours)</td>
<td>$28,085.00</td>
</tr>
<tr>
<td>All other, per credit hour</td>
<td>$1,415.00</td>
</tr>
</tbody>
</table>

Rates are subject to change without prior notice.

Dual Degree Students

Students enrolled in dual-degree programs between two schools or colleges at DePaul may be charged per credit hour per course according to the program that offers each particular course. If you are registered for classes from both the College of Law and College of Computing and Digital Media, for instance, tuition for each course will reflect the tuition rate of the school or college offering that course.

Financial Aid

Financial aid applicants must meet the federal eligibility requirements for aid, and if asked, provide documents as needed to support eligibility:

- You must be a U.S. citizen or eligible non-citizen.
- You must be accepted and currently active in a graduate or professional degree program.
- For most financial aid programs, and for loan deferment, you must enroll in your program at least half-time and in courses that are fully applicable to your graduate or professional degree program. Audited courses, and courses that do not apply to your degree requirements (including undergraduate courses taken for undergraduate credit) are not considered part of your graduate enrollment base for financial aid purposes.
- You must be in good academic standing and making satisfactory academic progress in your course of
You must not be in default on any federal loan or owe a repayment on any federal grant.

You must comply with all federal regulations governing selective service registration and use of funds for educational purposes.

You must meet all federal eligibility requirements. To learn more about these eligibility requirements, including information about any prior drug conviction and federal student aid eligibility, please refer to the FAFSA questions and answers at http://studentaid.ed.gov/eligibility.

Additional information is available on the Financial Aid website.

Scholarships

Scholarships and assistantships are awarded at the program level. Please consult your college or school for additional information.

Veterans Assistance

The Office of Financial Aid handles the following VA educational benefit programs:

- The Post-911 GI Bill Program (Chapter 33) - for those who served at least 30 consecutive days on active duty after September 10, 2001
- The Post-911 GI Bill Yellow-Ribbon Program - for qualified Post-911 applicants
- The Montgomery GI Bill – Active Duty Program (Chapter 30) - for those who enlisted after 7/1/1985 (Chapter 1606 and 1607) - part of the GI Bill effective 7/1/1985
- The Montgomery GI Bill – Selective Reserve Program (Chapter 1606)
- The Montgomery GI Bill – Reservist Educational Assistance Program (Chapter 1607)
- The Survivors’ and Dependents’ Educational Assistance Program (Chapter 35) - for the spouse and children of deceased or disabled veterans
- The Vocational Rehabilitation Program (Chapter 31) - for disabled veterans approved by the Veteran’s Affairs for study at DePaul

Additional information is available through the Financial Aid website or the Veterans Affairs website.

Graduate Academic Policies

General Information

This section of the handbook provides an alphabetical listing of all University policies, procedures, and regulations related to academics. As a student, you are responsible for adhering to the policies, procedures, and regulations included here, so please familiarize yourself with them.

In addition to adhering to all university policies and requirements, you are required to adhere to the policies and requirements of your specific college and degree program. These policies and requirements include information such as: courses and credit, probation and dismissal, graduation with distinction, and time limit to completion.
Academic Integrity

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

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources, alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which academic credit is offered, including experiential and service-learning courses, study abroad programs, internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could also result in criminal or civil prosecution.

Additional Information and the complete Academic Integrity policy can be found on the Academic Integrity website (http://academicintegrity.depaul.edu/).

Admission

DePaul University admission decisions are based on a strong academic record as well as personal and occupational achievements, ambition, energy, resourcefulness and leadership. The University recognizes that each individual brings unique abilities to the DePaul community and works with each student to find the best fit for academic success. DePaul University does not discriminate on the basis of race, color, national origin, religion, gender, sexual orientation, age or handicap in admissions, employment, or the provision of services.

For readmission, please consult your program for information.

Dismissal/ Readmission

Dismissal and Readmission decisions are made by each graduate program. Please consult your school or college catalog for additional information.
Evaluation and Credit

For information regarding the acceptance and applicability of transfer, please consult your program.

Evaluation and Credit/ Limitations

Consult your graduate program for information regarding the transfer of graduate credit from other institutions.

FERPA/ Annual Notification

Annual Notification for DePaul Students: Your FERPA Rights

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:
1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with “legitimate educational interests.” A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution, students employed by the institution or who serve an official institutional committees, and representatives of agencies under contract with the University.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer.

- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university’s state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit,
evaluation, enforcement or compliance activity on their behalf.

- In connection with financial aid for which the student has applied or which the student has received, if the
  information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the
  conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate or
  administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information."

Directory information may be released without your written consent and includes the following: name, address,
e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status
(including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees, awards and
honors received (e.g., Dean’s List recognition), participation in officially recognized activities and sports, weight
and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or
concerning University life, and previous educational institutions attended. Please note that you have the right to
withhold the release of directory information except to the extent that FERPA authorizes disclosure without
consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connection,
and, under Student Privacy settings, indicate your preference. Please note two important details regarding
placing a "No Release" on your record:

1. A "No Release" on your record will prevent your name from being included on lists of students released to
   honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree
   verification to anyone, including potential employers.
2. A "No Release" applies to all elements of directory information on your record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the
   University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education

Questions concerning FERPA should be referred to DePaul Central:

DePaul Central

Lincoln Park: Schmitt Academic Center, 101
Loop: DePaul Center, Suite 9100
Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu

Final Exam

During the regular academic year faculty are expected to include a final examination, final project or final
exercise in all classes. In order to provide students with sufficient time to prepare, a final examination (or
exercise) is expected to take place on the scheduled examination date and period as approved by the university.
Final projects that are substituted for a final examination or exercise are expected to be due at the time of the
scheduled examination date and period. Only under rare circumstances and with the permission of the dean of
the college may this allocated period of time for the completion of course work be shortened.
Grades can be accessed online via Campus Connection. Grades can be viewed and printed using the Unofficial Transcript in the Student Center in Campus Connection. This comprehensive report can be used for corporate tuition reimbursement. Some companies may allow the student to log onto Campus Connection with a company representative present to verify grades for an individual term.

Following is the key to the system of evaluating a student's academic achievement of the educational objectives specified by the instructor in the course syllabus. These definitions apply to the straight letter grade. A plus grade represents slightly higher achievement than the straight letter grade. A minus grade represents slightly lower achievement than the straight letter grade. For undergraduate students, the addition of a # indicates an original attempt of a course which has been repeated; therefore the grade and credit are removed from the term and cumulative grade point average and credit hours.

Once a grade is assigned, university policy prohibits faculty from changing the grade without the permission of the college-based exceptions committee. Errors made in computation of the final grade (clerical error) and removal of an IN grade in accordance with university policy are exceptions to the grade change policy. Faculty may not assign or accept additional graded material in order to improve a student's final grade.

A
The instructor judged the student to have accomplished the stated objectives of the course in an EXCELLENT manner.

B
The instructor judged the student to have accomplished the stated objectives of the course in a VERY GOOD manner.

C
The instructor judged the student to have accomplished the stated objectives of the course in a SATISFACTORY manner.

D
The instructor judged the student to have accomplished the stated objectives of the course in a POOR manner. (A grade of D will not fulfill the requirements in a major field of concentration.)

F
The instructor judged the student NOT to have accomplished the stated objectives of the course.

IN
Temporary grade indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have a) a satisfactory record in the work already completed for the course, b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and c) applied to the instructor for permission to receive an IN. Please see the Incomplete Expiration Policy in this handbook for additional information.

ING
Permanent grade assigned to a degree recipient who chooses not to resolve a grade of "IN" awarded during the two terms prior to graduation. The grade of "ING" (Incomplete, Graduated) is final, and cannot be changed or lapsed to "F" once the degree is posted.

PA
Passing achievement in a pass/fail course. (Grades A through D represent passing performance.)

W
Withdrawal from the course initiated by the student after the Last Day to Drop With No Penalty and before the Withdrawal Deadline. The W grade is automatically recorded on the student's transcript once it has been processed.

WA
Withdrawal from the course initiated by an advisor or administrator at the student's request, usually outside of established deadlines. Administrative withdrawals may be granted under extraordinary circumstances and require documentation for support. See the "Withdrawal Policy" for more information. Students seeking an administrative withdrawal from one or more courses should contact DePaul Central.

WA
Temporary grade indicating that the student is making satisfactory progress in a course that formally extends beyond
R
the end of a term. Only designated courses are eligible for R
grades. Please see the R Grade Expiration Policy for additional
information.

Permanent grade assigned to a degree recipient who chooses
not to resolve a grade of "R" awarded during the last year prior
to graduation. The grade of "RG" (Research, Graduated) is final,
and cannot be changed or lapsed to "F" once the degree is
posted.

FX
Student stopped academic activity before the end of the sixth
week (or the equivalent of the first 60%) of the term. The grade
may be changed administratively to a grade of WA within the
timeframe specified by the Withdrawal Policy deadlines (link to
policy). Students are advised to contact DePaul Central to initiate
the request to change the FX to a WA. If the FX is not changed
to a WA, it will be factored into the student’s GPA in the same
way an F would be.

M
Final grade not submitted by instructor.

AU
Auditor status; course does not earn credit.

Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit
attempted in the course. Quality points are awarded according to the following schedule:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS PER CREDIT HOUR</th>
<th>CREDIT HOURS</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>4</td>
<td>13.2</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>4</td>
<td>12.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>4</td>
<td>10.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>4</td>
<td>9.2</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>4</td>
<td>6.8</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>F, FX</td>
<td>0.0</td>
<td>4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

AU, W, WA, IN, PA, R, RG, M Quality Points not assigned

Illustration
Grade Point Average

In general, a student's grade point average is computed by dividing the total number of quality points accumulated by the total number of credit hours attempted with quality points assigned. In addition, a number of graduate programs have specific regulations regarding the computation of the grade point for coursework outside the program. The grade point average is calculated only upon grades earned at DePaul University.

Grades, Challenges to

A. General Policies on Grading

1. Grades are determined solely on the basis of the academic performance of each student according to pre-established criteria determined by the course instructor and consistent with university, college and departmental policies.
2. Grade determination is the prerogative of the instructor subject to the constraint that any successfully challenged grade will be changed through faculty action.
3. The criteria for evaluating academic performance are to be consistent with a course's goals and objectives, which have been approved by the appropriate academic authority before the course is scheduled. On the first day of class of each course the instructor is to explain in writing to the students the criteria for evaluating as well as the methods for grading student performance (examinations, papers, reports, etc.).
4. The instructor in each course shall decide what criteria and methods for evaluating students are to be applied in the specific course. These decisions of the instructor, however, must be compatible with any policies previously accepted by the faculty of a department or college with respect to particular courses, especially courses offered in sequence where the qualifications of a student to begin an advanced course depend upon performance in a previous course. The methods of conducting a course are determined by the instructor within limitations set by the classification of a course as lecture-discussion, seminar, laboratory, etc. An instructor may vary the teaching methodology to meet particular circumstances of a course (type or number of students enrolled, concentrated calendar as in summer sessions, etc.) or the instructor's own desires to innovate or experiment with different approaches. Any method selected must be compatible with the predetermined goals and objectives of the course. While teaching methodology may change after the course has begun, grading methodology may be changed only with the consent of a majority of students in the course, taking into consideration hardships imposed upon students opposed to the change.
5. The actual evaluation and grading of academic performance is subject to the professional judgment of each instructor. Considerable personal discretion is required in these judgments - a justifiable margin of difference can exist between the evaluations made by two or more professional persons of the same academic performance.
6. Students are entitled to compare their work in the course with the criteria applied in deciding the final grade for the course. Accordingly, the course instructor is required either to return major papers and examinations to students or to make such available for students until the end of the following term. Spring Quarter materials are to be available until the end of the Autumn Quarter. For pedagogic reasons, an instructor is expected to review with the student the relative success of the student's accomplishments. The instructor is not expected to debate the grading.
7. A student may object to a grade for one or more of the following reasons:
   1. The methods or criteria for evaluating academic performance, made explicit by the instructor at the beginning of the course, usually in a course syllabus or as subsequently modified with the majority consent of the students, were not actually applied in determining the grade.
   2. The grade was determined or influenced by criteria other than those explained by the instructor or by criteria not relevant to academic performance.
   3. The instructor applied predetermined criteria unfairly, which may include but not be limited to the following items:
      1. The instructor's evaluation of academic performance so exceeded the reasonable limits of the instructor's discretion as not to be acceptable to the instructor's peers.
      2. Predetermined criteria were not explained at the beginning of the quarter or semester.

B. Policies Regarding Grade Challenge

1. All Grade Challenge Review Boards must follow the procedures listed below.
2. A challenge to a grade will be reviewed and decided by tenured faculty unless the college or school has an insufficient number of tenured faculty to staff a Review Board.
3. The student who challenges a grade bears the full burden of proof that there are sufficient grounds for
changing a grade.
4. Only the final grade of a course and its means of determination may be challenged.

C. Procedures for Establishing Grade Challenge Review Boards

1. At the beginning of each academic year, the Committee on Committees will recommend to the Faculty Council, the faculty members and alternates for one Review Board for each of the following colleges: Driehaus College of Business, Computing and Digital Media, Communication, Education, Law, Music, School for New Learning, Science and Health, and Theatre.

   It will recommend two boards for Liberal Arts and Social Sciences covering the following areas: Humanities and Behavioral and Social Sciences. The Faculty Council will make all appointments to Review Boards. The dean of a college may request the establishment of additional Review Boards.

2. Each Review Board will consist of three faculty members and two alternate faculty members and one student. Faculty members may not serve on challenges in which they are involved. Involvement includes assignment of the grade in question and/or attendance or participation in the class. In either of these cases, one of the alternates will be asked to serve.

3. The student representative on the Review Boards in Driehaus College of Business, Computing and Digital Media, Communication, Education, Liberal Arts and Social Sciences, Science and Health, Law, Music, School for New Learning, and Theatre will be the elected Senator from the college or school. In cases where this Senator is involved in the claim, i.e., had registered for, attended or participated in the class, the SGA EVP of Academic Affairs will serve as an alternate or if necessary, the president may appoint the alternate.

4. The Review Board will select its own chair and vice chair (to serve in the absence of the chair). The Chair of the Review Board receives all requests for hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.

5. The boards will serve until the beginning of the Autumn Quarter of the academic year.

6. A quorum of the Review Board consists of three members of the board.

7. Challenges will be upheld by a vote of three or more of the four member board. All members are voting members.

8. The members of the Review Board are expected to disqualify themselves should a conflict of interest arise.

D. Procedures for Filing a Grade Challenge

In order to provide a forum for the fair resolution of academic disputes involving individual students and appropriateness of course grades, the following procedures have been developed and will be applied to all cases involving DePaul University students.

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

2. If, after the discussion with the faculty member, the student still disputes the final grade, the student may continue his or her challenge by submitting a written request for a hearing from the dean or chair of the affected department, sets the calendar, notifies all board members and involved parties of the dates and times of the hearings and informs students by written notice of the recommendations of the board. The chair is responsible for adherence to the Procedures for Filing a Grade Challenge.

3. The dean of the college or school shall forward a copy of the request to the chair of the Review Board. All challenges will be thoroughly and fairly reviewed.

4. Once filed, the formal challenge is automatically forwarded through all stages of the appeal process unless the Review Board determines it to be groundless or frivolous. Additionally, the student has the option to discontinue the appeal at any stage by submitting a letter stating such to the instructor and chair of the Review Board.

   Both the student and instructor will be informed in writing of all committee recommendations and decisions as well as any new written information bearing on the case. Only the instructor and/or the Review Board are empowered to change a grade.

5. The Review Board chair will send a copy of the grade appeal request and relevant materials received with it to the instructor involved. The instructor will return the materials with a written response within two weeks unless circumstances warrant an extension.

   The chair is responsible for monitoring the time period. A copy of the instructor's response will be forwarded to the student who has filed the challenge. If the instructor does not respond within the time period, the committee will conclude its deliberations and vote on the challenge.
6. The Review Board may, at its discretion, seek oral clarification of the written responses from the student and faculty member. If it requests this further clarification, the Review Board must meet with both the student and faculty member separately if the student requests.

7. The Review Board shall evaluate the challenge and vote to approve or deny. Decisions of the Review Board arrived at by secret ballot are to be determined by a majority vote. Such action must be taken within two months of the date of filing. (If the grade appeal is not passed along its designated route within the times specified, the student should notify the dean of the school or college who will determine the reason for the delay.)

8. The Review Board is to reach one of the three following decisions:
   1. Challenge affirmed and settled by consent: i.e., the Review Board conducting the review devises a conciliation mutually acceptable to the student and the instructor who gave the grade. Should the acceptable conciliation involve a change of grade, the instructor will submit a change of grade.
   2. Challenge affirmed and the Review Board may submit a change of grade card to the dean of the college or school in which the course was taught. In determining the student's final grade, the Review Board will take into account all evidence of the student's academic performance in the course under challenge as well as the implications for the student's grade of the instructor's actions in the case in question.
   3. Challenge denied; original grade stands.

9. The decision reached by the Review Board is to be communicated by the chair of the Review Board in writing directly to the dean of the college or school, the instructor, and the student. The explanation for the decision will also be communicated.

10. Decisions by the Review Board are final and binding on all parties. The board's decision does not require the approval of the dean of the college or school, or the chair of the affected department.

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**Grades, Incomplete (IN) and Research (R) Expiration Policy**

**Incomplete (IN) Grade**

Undergraduate and graduate students have at most two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, the incomplete will automatically convert to an F grade. In the case of the Law School, incompletes must be completed by the end of the semester following the one in which the incomplete was assigned.

A faculty member has the prerogative to assign a completion date earlier than the two quarter deadline (one semester deadline for the Law School) and this date will supersede the two quarter timeframe (one semester timeframe for the Law School) stated above.

Students must adhere to the incomplete grade request procedure of the academic unit offering the course for which they are requesting the incomplete grade.

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

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

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

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

**Research (R) Grade**

An R grade is given when a student is making satisfactory progress in a course that extends beyond the end of the term or in a project extending over more than one term. R grades, with the exception of students completing a thesis or a dissertation research course, must be completed within one academic year of the posting of the R
grade or it reverts to an F grade.

A faculty member has the prerogative to assign a completion date earlier than the one academic year deadline and this date will supersede the one academic year stated above.

Ordinarily no R grade may be changed after the grace period has expired. Instructors may not change R grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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

Students who have completed degree requirements, but have an R grade that has not yet expired can elect to have the degree posted and the R grade changed to a permanent R grade. The RG (Research, Graduated) grade is permanent and cannot be changed in the future. The student can also elect to postpone degree conferral until the R is resolved.

**Grades, Repeating Classes**

Graduate students may have the need to repeat courses. When that occurs, all grades achieved are recorded on the academic record. All attempts are to be calculated into the grade point average. Moreover, only credit for the last attempt will be applied for the degree.

**Graduation, Commencement Ceremony**

The University’s annual graduate and undergraduate commencement exercises are conducted in June. Traditionally the University hosts a baccalaureate mass to which all graduating students and their families are invited the Friday of graduation weekend.

Attendance at the graduation exercise is optional, however, graduates must notify their college office of their intention by the published deadline date. Graduates will receive detailed instructions concerning the commencement exercise from the college office.

**Graduation, Degree Conferral Policy**

Final certification of degrees is completed by Student Records thirty days after the conferral date.

In dual degree programs authorized by the colleges, the degrees will be conferred simultaneously.

Academic records will be locked upon degree conferral. Under no circumstances will changes be made to the academic record after degree conferral.

If the student begins a new program of study at DePaul, the student’s GPA will be restarted. The one exception to this rule involves Masters’ students whose DePaul Master’s Degree is accepted to meet DePaul’s PhD requirements either in the same or a new field. In this instance the GPA in the PhD program will include the GPA from the DePaul Master’s Degree. Students combining a Masters degree with a Bachelors degree in an approved DePaul combined Bachelor’s/Master’s program will restart their GPA at the beginning of their graduate
Graduation Requirements

1. The student must have satisfied all the requirements and regulations of the individual program and college or school granting the degree.
2. A formal application for graduation must be filed by a candidate. Application for graduation may be made only by classified degree seeking students. The student must complete the online degree conferral application in Campus Connection by the designated deadline date.

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<td>Autumn degree conferral</td>
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<td>Spring degree conferral</td>
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<td>Summer degree Conferral (July)</td>
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<td>Summer degree conferral (August)</td>
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Submitting this on-line application does not guarantee the conferral (granting) of a degree from DePaul University. A student can change the expected completion term up to the last day of that term. Degree requirements are reviewed at the end of the expected completion term indicated. If all requirements are met, the degree will be conferred within 30 days of the end of the term. Diplomas are mailed (to graduates without financial holds), generally within 45-60 days after the end of the term.

DePaul reports degree information to the National Student Clearinghouse monthly. Many companies and agencies use this service to verify awarded degrees. A student's degree will only be verified by the Clearinghouse if the student does not have a FERPA/Privacy restriction in Campus Connection at the time the degree is conferred. Students should verify Privacy Settings before the end of their completion term.

Graduation with Honors

Please consult your graduate program for specific information regarding graduation with honors.

Immunization, Proof of

DePaul University complies with Illinois Public Act 85-1315, effective July 1, 1989, which requires post secondary institutions to submit an annual report on student immunization. Illinois law requires that all students, born on or after January 1, 1957 and enrolled half-time (Undergraduate: 6 hours, Graduate: 4 hours) or more at a post-secondary institution, provide proof of immunization for the following: Tetanus/Diphtheria, Measles (Rubeola), Mumps and Rubella (German Measles). Illinois law requires that universities prevent students from registering for any subsequent terms if proof of immunization is not provided.

Please consult the DePaul Central website for additional information.
Probation

Please consult your graduate program for information regarding probation. Academic disciplinary action including dismissal from the University may be taken by the dean of student's home college or school in accordance with the degree of the student's academic deficiency.

Registration

Students are responsible for planning their own programs and for completing course sequences and degree requirements. In planning each quarter's course of studies, students should remember that required courses take precedence over elective courses, and that some advanced courses have pre-requisites that must be completed first. Students should be guided by their interests or needs where electives are indicated. A student regularly employed is advised to discuss his or her course load for each quarter with an advisor prior to registration. Advisors are available to assist students in planning programs and schedules.

General Regulations

1. Students can add, drop, or swap classes via CampusConnection. It is the student's responsibility to verify that the transaction has been processed.
2. Students will receive credit only for classes for which they are registered.
3. Students who are not on the class roster are responsible for completing the steps necessary to resolve the issue. It is not the responsibility of the instructors to resolve the problem.
4. Student must officially register for classes by the stated deadline. For 10-week classes, the deadline is the end of the first week of the term. In addition, students should consult individual college regulations regarding special registrations (e.g., independent studies, internships, etc.).
5. The University is required to report enrollment and attendance to fulfill requirements established by several governmental agencies. To satisfy these requirements, it is University policy that attendance will be monitored in all classes. Each school or college maintains additional specific policies concerning attendance. Students should become familiar with these policies. Promptness is expected of a student for all class sessions. Tardiness of more than ten minutes is generally to be considered by the instructor as an absence.
6. Students' status at the university will be changed from "active" to "discontinued" if:
   1. There is no enrollment in the term of admittance.
   2. There is no registration activity for three consecutive quarters - excluding summers - in which case these students must seek readmission;
   3. No progress has been made towards their degree for three consecutive terms, excluding summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.)
7. Students who have been "discontinued," must be readmitted through their Graduate Admission Office in order to continue their studies.

Academic Calendar Formulas

Academic calendar deadline dates are based on the following formulas. These formulas are particularly important for classes that meet outside the standard (10 week term plus finals week) start and end dates for a term. Please consult your college office for specific dates relevant to your class.

- Students may not add classes after 10% of the scheduled class has elapsed.
- Students who drop a class or classes after 20% of the scheduled class has elapsed will be responsible for 100% tuition and a grade of W will be assigned.
- Students may not select a Pass/Fail grading option after 20% of the scheduled class has elapsed.
- Students may not select Audit (non-credit) grading option after 30% of the scheduled class has elapsed.
- Students may not withdraw from classes after 70% of the scheduled class has elapsed.

College/ School Regulations
• Students may audit classes only with permission of their advisor or college office. Students may not change from the status of credit to audit or vice-versa after 30% of the term has elapsed (the third week of class for a 10 week class). Full tuition is assessed for audited classes.
• Students interested in earning credit in transfer must obtain approval from their college office prior to registration at the other institution.
• Extension courses taught through other accredited institutions are accepted only when the sponsoring institution itself conducts the courses and certifies the grade and credit through an official transcript. A DePaul degree-seeking student must obtain the written permission of his or her dean before enrolling in an extension course.

Registration, Student Enrollment Classifications

College credit is accumulated on the basis of quarter hours earned:

Full-time Student Status
An eight-quarter hour course load is considered full-time for graduate studies.

Half-time Student Status
A four- to seven-quarter hour course load is considered half-time for graduate studies.

Students Completing Thesis/ Dissertation Requirements
Students should consult their program for enrollment information.

Self-service Enrollment Verification Certificates are available through Campus Connection.

Requirement Term

Graduate Program Specific Information
A student will complete the graduate program requirements in place at the time of the student's first enrollment term in the graduate program. A student who changes graduate programs while his/her studies are in progress will complete the requirements in place at the time he or she enrolls in the new program.

A student who changes graduate programs during a break between terms (e.g. winter, spring) will follow the requirements in place for the term immediately following the break.

A student who applies for readmission will be subject to the program and concentration requirements in place in the enrollment term of readmission.

Other Information
A student currently enrolled in a degree program in which revisions are approved while their studies are in progress may elect to formally adopt the revised requirements.
Requirements, Curriculum

Official changes in courses, course numbers, titles, descriptions, and prerequisites and minor changes in program requirements may be made on a quarterly basis.

Multiple changes or thorough revisions in the requirements of a program, major, or concentration or the addition of new majors or concentrations which have received the required university approvals may be made twice each year. Those approved by May 15th will be effective for the Summer/Autumn terms, and those by October 15th will be effective for the Winter/Spring terms.

Transcripts

The Office of Student Records processes official transcript requests for DePaul University. Official transcripts can be requested on-line through Campus Connection. The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student's authorization.

Transcripts will be issued only after the student has fulfilled all financial obligations to the University.

Tuition Policy

All tuition and fees are due to DePaul University by the published tuition due date for that term. All charges must be paid in-full by the payment date.

Tuition charges for any course registrations made after the due date must be paid in full within 24 hours of registration.

Tuition bills may be accessed online through CampusConnection. The student will be required to sign up for E-Bill to access their bills or to grant access to a guest user.

Students whose accounts show a balance due after the tuition due date will be subject to a late fee and prohibited from future registration, receiving transcripts and other university services.

Withdrawal Policy

A. Withdrawal from a class:

Students who must withdraw either from a course or from the University may do so by using the University's web registration system. Students unable to use the web registration system should contact their home
school/college office, whether in person or by phone. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

B. Withdrawal from all classes:

1. Withdrawal from the university:
   In most cases, students wishing to withdraw from the university during a term must fill out an on-line form (whether from home or in the school/college office) and submit it to the student's home school/college. Students who are physically unable to contact the university may designate someone to act on their behalf. The student's official withdrawal date will be the date the form is received by that office.

2. Students who appear to be eligible to enroll but don't register.
   A student's status at the university will be changed to "discontinued" if:
   1. There is no activity for three consecutive quarters (or for Law two semesters), excluding Summers. In these cases students must seek readmission.
   2. No progress has been made towards their degree for three consecutive terms, excluding Summers. (Candidates for theses and students on year-long study abroad programs are excluded from this rule.) In these cases, students must meet with a college academic advisor to get permission to register and or readmission.

C. Leave of Absence

These come under three headings: personal, military, and medical. The Music and Theatre Schools already have leave of absence policies in place.

Any student wishing to take a leave of absence must complete a "Leave of Absence Application." Students may complete the online form from home, or by visiting their home school/college office.

- Military: Students called for military service should fill out an on-line "Military Leave Form." Upon their return, they will meet with an academic advisor to discuss resuming their studies.
- Non-military leaves of absence are for at most one year and non-renewable during the student's career.
- Military leaves are variable depending on their orders.

D. Graduation Separation

Students must have completed all requirements by the last day of term for which they apply for degree conferral.

In the normal course, students will receive their diplomas 8-10 weeks after the date of degree conferral.

The university's responsibility is to confer the degree and identify the student as "graduated" within 30 days of the end of the term in which they complete all the requirements for their degree.

E. Late Withdrawals and Additions

1. Decision-making for late withdrawals resides primarily in the Withdrawal Appeals Committee, chaired by the Dean of Students, for personal/medical issues; and in the School/College Offices for all other issues. These principles underlie the decision-making processes:
   - All policies are driven by academic concerns.
   - Decisions are guided by the best interests of the students.
   - Decisions will be made in compliance with federal regulations.

2. Restrictions on requesting approval for late withdrawal
   Requests for late withdrawals from one or more courses in a given quarter must be submitted to either the student's home School/College Office or the Withdrawal Appeals Committee by the following deadlines.

   **For Undergraduate/Graduate:**
   - Autumn Quarter: Last day of the last final exam of the subsequent winter quarter.
   - Winter Quarter: Last day of the last final exam of the subsequent spring quarter.
   - Spring Quarter: The end of the second week of the subsequent autumn quarter.
   - Summer Terms: Last day of the last final exam of the subsequent autumn quarter.

   **For the College of Law:**
   - Autumn Semester: Last day of the last final exam of the subsequent spring semester.
   - Spring Semester: The end of the second week of the subsequent autumn semester.
   - Summer Semester: Last day of the last final exam of the subsequent autumn semester.
During their college career, students may be allowed one medical/personal approved administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term.

Withdrawal, Tuition

Students must withdraw from classes through the registration function in CampusConnection. Students unable to use the web registration system should contact their home school/college office, whether by email, in person, or by phone. Withdrawals processed via the web or through direct contact with the home school/college office are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an authorized withdrawal from class and will result in academic as well as financial penalty.

When the withdrawal occurs, the tuition charge for courses during a 10-week quarter will be reduced according to the following schedule, in accord with the tuition package:

Up to 20% or 2 weeks of a ten week term 100% refund
After 20% of the term 0% refund

For courses of more than two weeks, but five weeks or less duration, no reduction will be granted after the first week of the term. For workshops or courses of two weeks or less duration, no reductions will be granted after the workshop or sessions begin. For the Summer sessions, consult your college office.

Even if you have tuition charges reduced, you will still be responsible for the non-refundable $25 registration fee, the new student fee, and college office deposits.

NOTE: Students receiving financial aid are advised to contact a Financial Aid Counselor to discuss the consequences of a withdrawal impacting academic progress and aid eligibility at DePaul University or any other school to which they may transfer. Students in university housing are advised to contact Housing to discuss the consequences of withdrawal impacting eligibility to maintain residence.

University Resources

This section provides information on an array of university resources, all designed to help you make the most of your experience at DePaul. We encourage you to read through this whole section when you arrive at DePaul, and then refer back to individual pages for information on specific resources as you need them.

Adult Student Affairs

Adult Student Affairs assists adult students in their transition to college and supports them in achieving their educational goals. By collaborating with key university and external partners, it provides services, resources and programs that address the specific needs of this student population. The office also works to create an environment that encourages and nurtures adult student engagement in campus life.
Career Center

The Career Center creates connections to the world of work, providing comprehensive, centralized employment and career services for members of the DePaul University community.

DePaul's Career Center provides students, alumni and employers with opportunities to connect with each other. The DePaul Career Center offers a wealth of career services including personal career advising, networking events and job fairs, an ongoing workshop series to help students and alumni build career skills, mentoring and connections, internship and co-op opportunities and access to hundreds of job openings.

Additional information is available from the Career Center.

College Offices

DePaul’s Graduate College Offices

**Driehaus College of Business, Kellstadt**

Driehaus@depaul.edu
312/362.8810
DePaul Center 5300
1 East Jackson Boulevard

**College of Communication**

cmnadvising@depaul.edu
312/362.8600
Richard M. and Maggie C. Daley Building Suite 1800
14 East Jackson Boulevard

**College of Computing and Digital Media**

ctiadvising@cti.depaul.edu
312/362-8381
CDM Center Mezzanine
243 South Wabash Avenue

**College of Education**

EdAdvisor@depaul.edu
773/325.7740
Schmitt Academic Center 3rd & 4th Floors,
2320 North Kenmore Avenue

**College of Liberal Arts and Social Sciences**

LASAdvising@depaul.edu
773/325-4008
College of Science and Health

CSHAdvising@depaul.edu
773/325.8490
McGowan South 4th floor
1110 W. Belden Ave

School of Music

musicadvising@depaul.edu
773/325.7260
Music Building,
804 West Belden Avenue

School for New Learning

http://www.snl.depaul.edu/
312/362.8001
Richard M. and Maggie C. Daley Building Suite 1400
14 East Jackson Boulevard

Theatre School

dcorrin@depaul.edu
773/325.7917
2135 North Kenmore Avenue

Dean of Students Office

The Dean of Students Office is an invaluable resource, advocate and support for providing and identifying resources and services for students. The office helps students in navigating the university, particularly during difficult situations, as in personal and/or family crises, medical and/or personal leaves of absence and implementation of the Code of Student Responsibility.

Additional information is available from the Dean of Students Office.

DePaul Central

DePaul Central is your one-stop shop for taking care of the business tasks that come with being a college student like managing financial aid, registration and the payment process. DePaul Central ensures student issues are resolved in a timely manner and with the right level of attention and care they deserve so students can focus on what really matters: their academics.

- Visit with DePaul Central staff:
  - Lincoln Park Campus: Schmitt Academic Center 101, 2320 North Kenmore Avenue
  - Loop Campus: DePaul Center Suite 9100, 1 East Jackson Boulevard
Financial Fitness

DePaul’s Financial Fitness Program provides free services, resources and tools to help students manage costs from freshman year through graduation and beyond. Services include:

- Money management workshops
- Confidential one-on-one financial counseling
- Accessible written and online resources and tools

Additional information is available from the Financial Fitness Program.

Health Services

The DePaul Student Health Service is offered through SAGE medical group. It is available to all enrolled students for a fee. If you live in a residence hall, you’re automatically enrolled in DePaul Student Health Services.

Student Health Service is NOT health insurance; you may need additional coverage.

The DePaul University Student Health Insurance Plan has been developed especially for DePaul University students and their eligible dependents. The Student Health Insurance Plan with the Aetna Life Insurance Company is voluntary.

Additional information is available from the Dean of Students Office.

Housing Services

The Department of Housing Services provides quality facilities and services that create the premiere residential experience at DePaul University. Their staff works to create and support a rewarding living experience that will enrich students’ lives academically, socially and culturally. Through partnerships with students and others, this department strives to support the University's Vincentian values and encourages residents' growth and community responsibility.

Additional information is available from Housing Services.
Libraries

The University Libraries provide information resources and services to students, faculty, and staff at all six library locations: the John T. Richardson Library in Lincoln Park, the Loop Campus Library, the Vincent G. Rinn Law Library as well as the libraries at DePaul's Naperville, O'Hare, and Oak Forest Suburban Campuses. Electronic access to journal articles, indexes, electronic books and other information resources in the humanities, business, social sciences, computer science and other sciences, is readily available both on campus and remotely. I-Share, the Libraries' online catalog and circulation system, allows users to locate and borrow books and other materials from DePaul and 77 other academic and research libraries in Illinois, including the University of Illinois. The University Libraries provide reference and research consultation services at each campus location and through the online "Ask a Librarian" email and chat reference services.

Additional information is available from the DePaul University library.

Office of Multicultural Student Success

The Office of Multicultural Student Success seeks to cultivate student success for students of color, low-income college students, or first generation college students through sustained developmental programming, financial resources, and advocacy.

Additional information is available from the Office of Multicultural Student Success.

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- Check your internet connection.
- Make sure the target site is working.
- This application cannot access sites that require authentication.

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- Check your internet connection.
- Make sure the target site is working.
- This application cannot access sites that require authentication.

Student Affairs

The Division of Student Affairs offers programs and services that inspire students to explore their personal identities, their faith and values, and their role in a multicultural world. Programs are developed and conducted in conjunction with the DePaul community and guided by its mission and Catholic-Vincentian-Urban nature. In particular, Student Affairs partners with Academic Affairs and other areas of the university to engage students in diversity, social justice and community service initiatives.
Student Involvement

The Office of Student Involvement fosters student learning and success by providing opportunities for engagement through a wide variety of campus activities and organizations, holistic and intentional advising of student leaders, and the development of purposeful and mutually beneficial partnerships across the University and City of Chicago to maximize access and resources to a rich DePaul campus experience.

Technology Resources

The following list introduces some of the technology resources that are available to students at DePaul. Additional information is available on the Information Services website.

Campus Connection

Campus Connection provides access to many of DePaul’s primary services, including course registration, grades, tuition billing, transcripts, Demon Express and much more.

Computer Labs and Classrooms

There are many technology-enabled classrooms across the DePaul campuses. Technology resources in these rooms include desktop computers, LCD projectors, connections for laptops, and integrated, amplified sound systems. Specialty rooms exist across the university for classes with specific needs, and additional technology is available upon request.

DePaul also has computers available for use by students, faculty or staff, located in computer labs, lounges and lobbies across the campuses. Additional technology access is available to residence hall students; each residence hall is outfitted with study lounges allowing for student access to computers and printers at any time.

CTA U-Pass

The CTA U-Pass is a transit card that provides eligible students unlimited access to buses and trains on the Chicago Transit Authority system. Students can pick up their U-Pass at the beginning of each academic quarter.

DePaul ID Card

Your DePaul ID Card serves as your identification to enable access to various DePaul buildings, computer labs, printers, and libraries and is used to purchase items using your Demon Express account and meal plan. You must have your ID Card on hand while on campus. New students receive their ID Card at student orientation. Students can also visit ID Services to obtain an ID card.

Demon Express

Demon Express is a prepaid debit account that is linked to your DePaul ID Card. Demon Express can be used at DePaul cafeterias, coffee shops, campus bookstores, libraries, printers, copiers, and other areas.

Desire2Learn (D2L)

D2L is an electronic course management system that enables interaction between students and faculty. D2L incorporates document sharing, discussion boards, e-mail, an online grade book, assignment drop boxes, chat rooms, small group areas, online quizzes, and more. To log in, use your Campus Connection username and password. If you need assistance using D2L, training is available.
Discounts

Demon Discounts provides discounted goods and services, including computer hardware and software, to DePaul students.

E-Mail

All students are provided a free DePaul e-mail account. Additional information is available on the Information Services website.

Printing

The Intelliprint system allows students to print from DePaul computer labs. Students use their DePaul ID card to pay for prints and are entitled to a set amount of free printing per quarter. Additional funds can be added to Demon Express as needed. You may also print to the Intelliprint system wirelessly.

Residence Hall Technology

Lincoln Park residence hall rooms are equipped with high speed Internet connections, wireless Internet access, and free telephone connections.

Technical Support

The Help Desk is your first point of contact for technical assistance. The Help Desk provides free assistance via phone, e-mail and web for current DePaul students. We support all DePaul wireless networks, telephones, e-mail accounts and software.

Wireless Internet Access

Wireless internet access is available to students on all DePaul campuses.

University Center for Writing-based Learning

The University Center for Writing-based Learning offers consultation sessions about students’ writing. At both LPC and Loop locations, graduate and undergraduate peer consultants meet with DePaul students from across the university to stimulate a reflective, recursive writing process. Online consultation is also available.

Learn more at condor.depaul.edu/writing.

General Information

September 2012,

To the University Community,

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This
mission is enhanced by a Code of Student Responsibility, which outlines expectations and standards of behavior for the student community. Any community of more than 25,000 people needs rules. As a DePaul University student, the DePaul Code of Student Responsibility isn’t a list of things you can do wrong; it’s a code designed to protect your rights and those of all DePaul students. Any student who feels that another student in the community has violated their rights is encouraged to use this Code and the Dean of Students Office as a resource.

The Dean of Students Office can be an invaluable advocate and support in identifying resources and services for students. In an institution of such size and complexity it is often difficult to know where to begin when a student is struggling or having difficulty navigating the University setting. This office can be of particular help in areas of personal and/or family crisis, economic distress, or a medical/personal leave of absence. The office serves as principal liaison and resource for students and other divisions and departments within the University community.

Finally, our work with students is guided by the Socially Responsible Leader framework which is grounded in our Catholic, Urban and Vincentian mission. The development of socially responsible leaders in today’s complex, global and ever-changing world requires a campus community that is committed to holistic learning and the fostering of a campus community based on respect. It is our hope that you will make full use of the opportunities to reach your full potential that are available for you at DePaul University. In that regard, the Dean of Students Office is here to serve you with locations on both the Loop and Lincoln Park campuses.

Locations:    Student Center 307    DePaul Center 11001
Lincoln Park    Campus Loop Campus
(773) 325-7290           (312) 362-8066

In emergency situations, the office can also be reached 24 hours a day through our Public Safety Office at (773) 325-7777.

Sincerely,
Art Munin, Ph.D.
Dean of Students

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**Student Rights**

Any community of more than 20,000 people needs rules.

As a registered DePaul University student, the DePaul Code of Student Responsibility isn’t a list of things you can do wrong; it’s a code designed to protect your rights and those of all DePaul students.

**Student Rights**

1. The University shall be open to all students who qualify under its admission standards, regardless of race, religion, national origin, age, disability, marital status, sexual orientation or gender. All students have equal right of access to the public facilities and services of the University, in accordance with University policies.
2. Students have the right to their own ideas, beliefs and political associations. Students have the right to ask questions and express their opinions without affecting their academic evaluations, as long as such do not interfere with the normal operations of their classes or infringe on the rights of other students in their classes. Instructors shall evaluate students’ performances without prejudice.
3. A student has the right to a hearing within the established University procedures, in all matters that can result in the imposition of sanctions for misconduct. Usually, a student’s status within the University will not be permanently altered until final outcome of any judicial action. However, the University reserves the right to take actions to reasonably ensure safety and security, including removing and/or suspending a student from the University pending final determination of any judicial action.
4. A student duly admitted to and registered at the University has the right to receive a clear and concise written statement concerning academic and nonacademic regulations and commitments made by the University prior to or upon initial registration for classes. A student also has the right to be advised of any changes in such matters.
5. Students have the right to join associations and are free to promote their common interests. This includes the right to become affiliated with any recognized student organization without discrimination or prejudice regarding race, color, ethnicity, religion, national origin, age, physical or mental disability, marital status, parental status, family relationship status, military status, sexual orientation, sex, gender, or other status protected by local, state, or federal law in its education settings, although fraternities and sororities are exempt from the restriction of discrimination due to gender.
6. Students have the right to participate in the governance of the University through the Student Government Association.

7. Under the guidelines established by the University, students have the right to edit and/or operate the student media.

8. In accord with University policy, for all classroom courses, a syllabus must be distributed in written form beginning on the first day of class. The dean of the college is responsible for implementing the syllabus requirements.

9. Students shall be given the opportunity to be represented at all departmental meetings by at least one full-time student majoring in the appropriate discipline. The student representative shall be chosen annually in accordance with Student Government Association guidelines and shall be a full-time voting member. The student who accepts this responsibility has the moral obligation to attend these departmental meetings.

10. Students shall have the right to vote on search committees that choose academic deans. Membership on such committees shall be achieved through the auspices of the Student Government Association.

11. Students have the right to petition institutional authority for changes in either academic or nonacademic regulations.

12. Students have the right to regular academic advisement. Undergraduate and graduate students have the right to an assigned academic advisor who is available and informed to assist and advise in class selections, to meet academic requirements and career goals.

13. Students have the right of reasonable access to University administrators and faculty during specified office hours.

14. Undergraduate and graduate students (in all colleges but the College of Law) have the right to be informed formally of their academic standing in class by the midpoint of each quarter.

15. Students have the right of protection from University personnel engaging in unreasonable search or seizure unless:

   1. there is probable cause that a violation of University policy is likely to occur, is presently occurring or has occurred;
   2. there is an apparent emergency or danger to self or others;
   3. in order to repair damage to University property;
   4. students' rights shall always remain subject to the searches of law enforcement officers who are performing their statutory duties in accordance with legally defined procedures governing search and seizure.

**Notification of FERPA Rights**

**Annual Notification for DePaul Students: Your FERPA Rights**

We want to take this opportunity to provide you with a summary of your rights under The Family Educational Rights and Privacy Act (FERPA), the federal law that governs release of and access to student education records. Please view Understanding FERPA, a DePaul Central Learning Center video for information and instructions.

Your FERPA rights include:

1. The right to inspect and review your education record within 45 days after the University receives a request for access. If you want to review your record, contact the University office that maintains the record to make appropriate arrangements.

2. The right to request an amendment of your education record if you believe it is inaccurate or misleading. If you feel there is an error in your record, you should submit a statement to the University official responsible for the record, clearly identifying the part of the record you want changed and why you believe it is inaccurate or misleading. That office will notify you of their decision and advise you regarding appropriate steps if you do not agree with the decision.

3. The right to provide written consent before DePaul discloses personally identifiable information contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

Some examples of exceptions include:

- School officials with "legitimate educational interests." A school official has a legitimate educational interest if the official has a professional need to review your education record in order to fulfill his or her official responsibilities. Examples of people who may have access, depending on their official duties, and only within the context of those duties, include: university faculty and staff, agents of the institution,
students employed by the institution or who serve an official institutional committees, and representatives of agencies under contract with the University.

- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer.
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state postsecondary authority that is responsible for supervising the university’s state-supported education programs. Disclosures under this provision may be made in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, enforcement or compliance activity on their behalf.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To accrediting organizations in order to carry out their accrediting functions.
- To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as “directory information.”

Directory information may be released without your written consent and includes the following: name, address, e-mail, telephone number, date of birth, college of enrollment, year in school, major, enrollment status (including current enrollment, dates of attendance, full-time/part-time or withdrawn), degrees and honors received (e.g., Dean's List recognition), participation in officially recognized activities and sports, weight and height of members of athletic teams, photographs (including ID pictures), videos depicting and/or concerning University life, and previous educational institutions attended. Please note that you have the right to withhold the release of directory information except to the extent that FERPA authorizes disclosure without consent (see #3 above).

To withhold the release of your directory information, you must log into the student portal, Campus Connection, and, under Student Privacy settings, indicate your preference. Please note two important details regarding placing a “No Release” on your record:

1. A "No Release" on your record will prevent your name from being included on lists of students released to honor societies, dean's list and graduation announcements to local newspapers, and enrollment and degree verification to anyone, including potential employers.
2. A “No Release” applies to all elements of directory information on your record.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

For additional information, please consult the U.S Department of Education (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.htm/) website.

Questions concerning FERPA should be referred to DePaul Central:

**DePaul Central**

Lincoln Park: Schmitt Academic Center, 101
Loop: DePaul Center, Suite 9100
Tel: (312) 362-8610 | dpcl@depaul.edu | depaulcentral.depaul.edu

**Introduction to the Code/ Policies**

A student by voluntarily joining the University community agrees to abide by the standards that have been instituted by DePaul University. Students are responsible for being familiar with all of the policies and procedures included in the Code of Student Responsibility. The Code of Student Responsibility was developed by Student
Affairs to give formal recognition to the rights and responsibilities of students at DePaul University and is based on the following principles:

1. The intrinsic value of the person stands above other values. The personal rights and dignity of individuals are to be held inviolate. They take precedence over any academic goal set forth by the University.
2. The student is respected as a responsible person. He or she is, therefore, encouraged to make informed decisions with respect to his or her own education and to be involved in University decisions to the fullest extent possible.
3. The University is by definition a corporation. Just as the individual student has his or her own personal right, so the University, as a corporate person, has an obligation to exercise its rights and privileges in conformity with the laws and procedures governing its actions.
4. DePaul University recognizes that freedom to teach and freedom to learn depend upon opportunities and conditions in the classroom, on the campus and in the larger community. The responsibility to secure and respect general conditions conducive to learning is shared by all members of the academic community.

Freedom is meaningless unless responsibility is also present.

The above rights can be exercised effectively and without fear only if they are incorporated into policies and regulations that are as precise and informative as possible, and only if there are adequate procedures to settle disputes that arise in their regard. The Code of Student Responsibility protects students’ rights by making explicit all judicial procedures so that no student may be subject to judicial procedures except in strict adherence to proscribed policies.

As an academic and religious institution, DePaul has a vested interest in both the safety and well-being of the members of its campus community. As a result of the high caliber of men and women DePaul University attracts, the Code of Student Responsibility in both the academic and nonacademic areas of university life. It is the intent of the Code to provide the necessary guidelines to support and advance the educational and religious aims of the University without unduly restricting or diminishing the university experience. The Code, together with other applicable University policies, outlines the minimum acceptable level of conduct expected of every student at DePaul. The policies and procedures outlined are those that students, faculty and administrators at the University have designed to further the educational and religious aims of the institution and to assist all students in the pursuit of their educational, personal and social development.

A student by voluntarily joining the DePaul community assumes the responsibility for abiding by the standards that have been instituted by DePaul. The Vice President for Student Affairs, or his/her designee, maintains exclusive authority for imposing sanctions for behaviors that violate the Code of Student Responsibility. The Vice President for Student Affairs, or his/her designee, is also responsible for interpreting and/or implementing additional University procedures or policies to address issues that are not specifically covered by the various parts of this Code. University personnel charged with enforcement of the Code will at all times endeavor to adhere to the intent of fundamental fairness so that each student’s concern is addressed in an impartial and consistent manner.

The University may exercise jurisdiction for an offense committed on-campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:

A. The victim of such offense is a member of the campus community (student, faculty or staff); or
B. The offense occurred at a college-sponsored or sanctioned event; or
C. The student used his or her status as a member of the University community to assist in the commission of the offense (for example student ID card to pass a bad check); or
D. The offense affects the University.

The University’s adjudication of any violation of this Code may proceed independently of any action taken by state, federal or municipal agencies. The University reserves the right to refer incidents of misconduct to civil or criminal authorities.

This Code is designed to protect the rights of all members of the University community so they can prosper academically, socially and personally. In order for this Code to work effectively, however, students must take responsibility for confronting behaviors exhibited by their peers that negatively impact their experiences and violate established standards of behavior. It is imperative that students work in partnership with University faculty and staff members to protect the rights that have been afforded them.

DePaul University reserves the right to change policies or procedures maintained herein at any time during a student’s enrollment period provided such changes are updated in the on-line Undergraduate Handbook. Students and student organizations are advised to read this Code and any other relevant policies carefully so all are aware of the policies which guide the University in its dealings with them. Students should review the Academic Policies section of the Undergraduate Handbook or contact their college office for specific information on the policies used to govern academic expectations at the University.
Alcohol

University Policy

DePaul community members owe it to themselves and others to make educated decisions about their use or distribution of alcohol. The State of Illinois prohibits the sale, use or possession of all forms of alcoholic beverages by persons under 21 years of age. Students are responsible for adhering to the university Drug Free Workplace & Legal Drinking Age Compliance policy. Students living on campus should consult the Guide to Student Housing for additional information about alcohol policies and prohibitions in the residence halls.

Health Promotion & Wellness

DePaul University expects students to uphold the law when it comes to the purchase and consumption of alcohol. This institution also seeks to educate students about making safe, responsible decisions when it comes to substance use. The Alcohol & Substance Abuse Prevention Specialist is the point of contact for all outreach and initiatives pertaining to responsible substance use. Students who are found responsible for violating DePaul University's alcohol policy may be mandated to meet with the Alcohol & Substance Abuse Prevention Specialist and participate in an intervention called BASICS (Brief Alcohol Screening and Intervention for College Students). Other students may also request to meet with the Alcohol & Drug Prevention Specialist and/or participate in BASICS. Students who have concerns about their alcohol use (or someone else's) may contact the Alcohol & Substance Abuse Prevention Specialist at any time and will not get into trouble for seeking help or information. The Alcohol & Substance Abuse Prevention Specialist can be reached at (773) 325-4550.

Students should be prepared to seek help or call 911 when a peer may be experiencing a drug overdose or alcohol poisoning. Students are expected to take action in such situations and not be a passive bystander. Here are the symptoms of alcohol poisoning, and remember that not all symptoms need to be present for alcohol poisoning to occur:

- Person is unconscious and cannot be roused;
- Person is in a stupor or exhibits confusion;
- Person is vomiting (prop unconscious persons on their sides so that they won't choke on their own vomit);
- Skin is pale, has a blue tinge, and/or skin is unusually cold to the touch;
- Abnormally slow breathing (less than 8 breaths per minute) and/or irregular breathing (a gap of more than 10 seconds between breaths);
- Seizures.

Drug overdoses can vary depending on the drug consumed, but here is a general list of symptoms that indicate help is needed. Remember that not all symptoms need be present for an overdose to occur:

- Abnormal pupil size;
- Agitation, aggressive, and/or violent behavior;
- Convulsions;
- Delusional or paranoid behavior;
- Difficulty breathing;
- Drowsiness;
- Hallucinations;
- Nausea and vomiting;
- Nonreactive pupils (pupils that do not change size when exposed to light);
- Staggering or unsteady gait;
- Sweating or extremely dry, hot skin;
- Tremors;
- Unconsciousness or death.

Additionally, the following regulations govern alcohol use by students and student organizations:

1. All casual possession or consumption of alcohol by students in designated common or non-reserved areas on university premises is prohibited regardless of age.
2. For specific policies regarding alcoholic beverages in the residence halls, please see the Guide to Student Housing.
3. Consumption of alcohol which results in behavior that infringes on the rights of others in the community is prohibited.
4. Alcoholic beverages may not be served at student-sponsored or student organization-sponsored events without written authorization from the Associate Vice President for Student Advocacy and Community...
Affairs or his/her designee. Authorization will not be given to any student organization that is hosting an event at which students under 21 will, or could be, present. Notification of such authorization will be sent to the student organization itself, the organization's moderator/advisor, the building director and the Public Safety Office.

This authorization will detail the provisions for maintaining control of the consumption of alcoholic beverages at the event. In making the final determination for authorization, the Associate Vice President for Student Advocacy and Community Affairs or his/her designee will consider the following points:

1. the presence of adequate control measures (e.g., hiring a professional bartender to serve alcohol, security, presence of university representative, method of age identification and monitoring of the event, etc.);
2. the type of event;
3. adherence to area/building procedures;
4. the presence of food and nonalcoholic beverages in a prominent place; and
5. the possible requirement of a special events permit or other license to dispense alcoholic beverages.

Depending on the location and type of event, student organizations that are sponsoring events should also consult the Catering Services Exclusivity policy and Catering Donations policy.

Student organizations may not advertise the availability of alcohol in their event publicity.

When student organizations sponsor events at which alcoholic beverages are offered for consumption, the organization and its officers shall be solely responsible for the conduct of such affairs in accord with civil law and university policies.

Civil or Criminal Law

Any student who violates any state, federal or municipal law shall be subject to judicial action for said offense(s) up to and including suspension and expulsion. The adjudication of such violations may proceed regardless and/or independently of any action taken by state, federal or municipal agencies.

Damage to Personal or Private Property

A student shall take no action that damages, or tends to damage, personal or private property not his or her own without the consent of the owner or person legally responsible for such property.

Demonstrations

Orderly and peaceful demonstrations on the campus are permitted. However, the University has the obligation to ensure the safety of individuals, the protection of property and the continuity of the educational process. When picketing or other forms of peaceful protest take place outside University buildings, the University insists on the right of free passage for all through the areas where members of the University community have a right to be. When such demonstrations take place inside University buildings, the University insists on orderliness, free passage to all rooms, lack of excessive noise, and no interference with classes, libraries, offices, assemblies or normal administrative functions. Students participating in off-campus demonstrations will be subject to...
Disorderly, Violent, Intimidating or Dangerous Behavior to Self or Others

Students are not to engage in behavior that threatens, harms or causes to place in harm themselves or other persons, or to exhibit behavior that is illegal, destructive, lewd, indecent, obscene or disorderly. The types of conduct that this regulation is designed to cover include, but are not limited to, the following examples:

1. Intentionally inflicting bodily harm upon any person; taking any action for the purpose of inflicting physical harm upon any person; taking reckless action that results in physical harm to any person; taking any action that creates a substantial risk of physical harm to any person; or threatening by any means of transmission the use of force to physically harm or injure any person.
2. Disrupting the peace, impeding classes, causing significant emotional harm, bullying, and/or endangering the safety, health or life of any person on campus through actions or words.
3. Obstructing fire escape routes such as hallways or stairwells.
4. Committing acts of an indecent or lewd nature.
5. Climbing or scaling the exterior of any University building or facility.
6. Production of sound through amplification or other means (including voices) that unreasonably disturbs or disrupts the peace of others or violates University standards.
7. Using electronic or other devices to make an audio or video recording of any person without his/her prior knowledge, or his/her effective consent.

Emergency Regulations

The specific emergency regulations and evacuation procedures for University buildings must be obeyed at all times to ensure the safety of all.

False Information

Students are not to provide false information in any form to University officials. Students are not to knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource or procedure. Students who assist by any means the providing of false information as described in this expectation will be considered in violation. Students are not to take any action (verbal, written, or behavior), based on known incorrect data, with direct intent to be hurtful or harmful to the University.
False Report of an Emergency

The intentional false reporting of a bomb, fire, attack or other emergency on any University-owned or -controlled property is strictly prohibited.

Firearms, Dangerous Weapons, Explosives or Fireworks

Possession or use, or assisting in the possession or use, of any of the following items, including but not limited to, firearms, knives, clubs, ammunition, explosive devices, flammable liquids, taser guns, stun guns, pepper sprays, mace, or other weapons on University-owned or -controlled property, is strictly prohibited by various local, state and/or federal laws and University policy. Students in possession of dangerous weapons or materials will be subject to immediate suspension and may face criminal or civil sanctions. Students are not to possess or explode any type of fireworks on University-owned or -controlled property unless authorized in accordance with city ordinances and approved in writing by the appropriate University officer.

Gambling

In accordance with applicable Illinois and Federal gambling laws, DePaul University prohibits gambling or any form of illegal wagering, bookmaking or unauthorized games or contests of chance on University premises, including but not limited to University Housing and/or University-sponsored functions including sporting events. In addition, students shall not knowingly provide information to assist any individual involved in any gambling activities.

Guest Responsibility and Visitation

Students and student organizations are responsible for the behavior of their guests while they are on property owned or controlled by the University or in attendance at its sponsored events. The host students or student organizations assume full responsibility for their guests’ compliance with all prescribed University policies and procedures, including those specific to building hours and residence hall visitation.
**Hazing**

The hazing of students at DePaul University is strictly prohibited. Hazing is defined in accordance with all applicable local, state, and/or federal laws and includes any action taken or situation created to produce mental or physical discomfort, embarrassment, ridicule or endangerment of a student or group of students. Such activities include, but are not limited to: use/abuse of alcohol, paddling in any form, creation of excess fatigue, physical and psychological shocks, treasure hunts, scavenger hunts, road trips or other similar activity, wearing of public apparel that is conspicuous and normally not in good taste, and morally degrading or humiliating games and activities.

**Illegal Use or Possession of Drugs or Controlled Substances**

**University Policy**

Students may not illegally use, sell, possess or distribute any state or federally controlled drug or substance on University-owned or -controlled property. The University reserves the right to take any action deemed necessary to protect the University’s interests and the safety of its students in cases involving the use, sale, possession or distribution of illegal or controlled drugs. Students are responsible for adhering to the university Drug Free Workplace & Legal Drinking Age Compliance policy. Students living on campus should consult the Guide to Student Housing for additional information about prohibited substances within the residence halls.

Students should be aware that it is unlawful to distribute prescription medication to other students for whom the medication was not prescribed. In addition to illegal drugs such as marijuana, hallucinogens, narcotics, club drugs, and medications obtained without a prescription, the following substances are prohibited on campus: MDPV or “bath salts,” Salvia, K2, and Spice.

**Health Promotion & Wellness**

DePaul University expects students to uphold laws prohibiting the purchase and use of illegal drugs and/or controlled substances. DePaul University also seeks to educate students about making safe, responsible decisions when it comes to substance use. The Alcohol & Substance Abuse Prevention Specialist is the point of contact for all outreach and initiatives pertaining to responsible substance use. Students who are found responsible for violating DePaul University’s Illegal Use or Possession of Controlled Substances policy may be mandated to meet with the Alcohol & Substance Abuse Prevention Specialist, and may also be asked to participate in an intervention called BASICS (Brief Alcohol Screening and Intervention for College Students). Other students may also request to meet with the Alcohol & Drug Prevention Specialist and/or participate in BASICS. Students who have concerns about their drug use (or someone else’s) may contact the Alcohol & Substance Abuse Prevention Specialist at any time and will not get into trouble for seeking help or information. The Alcohol & Substance Abuse Prevention Specialist can be reached at (773) 325-4550.

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- Person is in a stupor or exhibits confusion;
- Person is vomiting (prop unconscious persons on their sides so that they won't choke on their own vomit);
- Skin is pale, has a blue tinge, and/or skin is unusually cold to the touch;
- Abnormally slow breathing (less than 8 breaths per minute) and/or irregular breathing (a gap of more than 10 seconds between breaths);
- Seizures.

Drug overdoses can vary depending on the drug consumed, but here is a general list of symptoms that indicate help is needed. Remember that not all symptoms need be present for an overdose to occur:

- Abnormal pupil size;
- Agitation, aggressive, and/or violent behavior;
- Convulsions;
- Delusional or paranoid behavior;
- Difficulty breathing;
- Drowsiness;
- Hallucinations;
- Nausea and vomiting;
- Nonreactive pupils (pupils that do not change size when exposed to light);
- Staggering or unsteady gait;
- Sweating or extremely dry, hot skin;
- Tremors;
- Unconsciousness or death.

Information Display

Students and external groups may not distribute post, affix or otherwise attach writing or any printed materials (i.e., posters, signs, handouts, brochures, handbills, pamphlets, etc.) on University property without proper authorization. All information display and distribution must be in accordance with the University policies. Further information on University policies regarding Information Display and Distribution may be obtained from the Office of Student Involvement, the DePaul Center Student Union Information Desk or Residential Education.

Judicial Process Compliance

A student who fails to agree to participate in a required Judicial Review Process or abide by a judicial sanction, takes action to influence or coerce testimony in a Judicial Review Process, takes action that disrupts, or impairs the Judicial Review Process, or attempts to retaliate against a complainant or witness on account of their participation in the Judicial Review Process may be found in violation of failure to comply with the judicial process. Any student who knowingly provides false information in a hearing may also be found in violation of this or other parts of the Code of Student Responsibility or other applicable institutional policy.

Reasonable Directives from a University Official or Office

Students are not to disregard reasonable directives, either verbal or written, issued by a University official or office, or obstruct an official in the carrying out of his/her assigned duties or responsibilities. Failure to follow reasonable directives may result in judicial sanctions or, if appropriate, involuntary withdrawal from the University.
Residential Education and Housing Services Policies and Procedures

Students living in DePaul housing are responsible for abiding by all of the policies and procedures set forth by Residential Education and Housing Services. Failure to do so could result in consequence imposed by those departments, as well as in additional sanctions as a violation of the Code of Student Responsibility.

Safety Equipment

The unauthorized alteration, misuse or tampering with of any equipment or device intended for use in preserving or protecting the safety of members of the University community, including but not limited to keys, exit signs, fire extinguishers, fire alarms, fire boxes, standpipes, first aid equipment or emergency telephones, is prohibited.

Sexual Offense

DePaul University is committed to providing and maintaining a healthy learning and working environment for all students, staff, and faculty members. In accordance with DePaul's Catholic and Vincentian values and its role as an educational institution, the university condemns any form of sexual violence. Further, the university is dedicated to providing both prevention programming and referral services for all members of its community. This document is intended to outline university policies, procedures, disciplinary actions, programs, and prevention efforts regarding sexual violence.

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, DePaul University is required to report certain sexual offenses occurring on or near campus to the proper municipal authority. The survivor has the choice of whether or not to file a report and/or to proceed with legal action. Students should consult the DePaul Crime Reporting policy for more information. This policy can be found on the University Secretary's website.

If a sexual offense occurs, the survivor is encouraged to:

- Find a safe place.
- Seek medical treatment for possible physical injuries, transmission of STIs, and pregnancy.
- Preserve evidence of the assault:
  - Avoid showering, bathing, changing clothes, washing hands, going to the toilet, or brushing teeth
  - If you do decide to change clothes, save all of the clothing you were wearing at the time of the assault. Place each item of clothing in a separate paper bag.
  - Avoid disturbing anything in the area where the assault occurred.
- File a report.
- Seek support and counseling.

Sexual Offense Definition

At DePaul, a sexual offense is any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of either any of the individuals involved, or that occurs under threat or coercion. Sexual offenses include, but are not limited to, rape (also referred to as sexual assault in the State of Illinois), forcible sodomy, sexual assault with an object, fondling or kissing without consent, incest, statutory rape, and the threat of sexual assault. DePaul recognizes that there is nothing a person can do...
to deserve or provoke a sexual offense. According to the Department of Justice and the FBI, rape is defined as "The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim." This definition includes any gender of the victim or perpetrator, and includes instances in which the victim is incapable of giving consent because of temporary or permanent mental or physical incapacity, including due to the influence of drugs or alcohol or because of age. Physical resistance from the victim is not required to demonstrate lack of consent.

Consent is defined as a clearly and freely given word or overt action confirming a willing desire to move forward with a specific sexual request, act, or experience. Consent cannot be obtained from individuals who have a temporary or permanent mental or physical incapacity, including being under the influence of drugs or alcohol or because of age. Consent is an affirmative response, not a lack of one, (i.e. the absence of "no" should never be interpreted as "yes").

If you wish to obtain more information on laws in the State of Illinois, please contact the Office of Sexual Health & Violence Prevention at 773-325-7295.

**University Policy**

Sexual offenses as well as threats of sexual offenses are prohibited by DePaul University.

DePaul recognizes that there are many ways to perpetrate sexual violence. Incidents may occur through physical force, intimidation, manipulation, and coercion. This may include the voluntary or involuntary use of drugs and/or alcohol that renders the survivor unable to give consent. Sexual offenses can occur within personal relationships, including those that are intimate, professional, familial, or friendly. In fact, sexual offenses involving strangers constitutes only a small percentage of cases. Individuals of any sex, sexuality, or identified gender may experience a sexual offense. It is important to remember that there is nothing a person can do to deserve or provoke a sexual offense.

If a student chooses to pursue the Judicial Review Process with respect to sexual violence, the University will ensure that the hearing officers are educated on sexual offenses before the process begins to ensure that the case is handled with sensitivity. The hearing officers receive training on definitions, processes, and how question appropriately.

Upon request the Dean of Students office may accommodate changing classes, moving residence halls, and arranging for escorts.

**Reporting Sexual Abuse & Sexual Assault**

If you are a person who has experienced or thinks you have experienced a sexual offense, whether on- or off-campus, and whether by a member of the DePaul community or not, DePaul is committed to offering a secure and supportive environment for you to receive resources and consider all available options.

The Office of Sexual Health & Violence Prevention is available for students to ask questions, discuss their experience, and request referrals. Referrals may include those related to medical treatment and evaluation; counseling; legal advocacy; and reporting.

A person who has been sexually offended is encouraged to make a report to the Public Safety Office (Lincoln Park campus 773/325-7777, Loop campus 312/362-8400), Dean of Students Office (Lincoln Park campus 773/325-7290, Loop campus 312/362-8054), or the Office of Sexual Health & Violence Prevention (773/325-7295). Staff members in all these offices receive training on working with survivors of sexual violence, so as to provide a safe and sensitive environment. The Public Safety Office is open 24 hours a day, 7 days a week.

A report serves as a means of documenting the incident and allows for immediate response by the Public Safety Office, the Dean of Students Office, and/or the Chicago Police. The report allows the student access to DePaul’s internal Judicial Review Process, whether or not they decide to proceed with criminal legal proceedings. Please note that the student will have to reveal their name in their report if they wish for the Public Safety Office or the Chicago Police to pursue an investigation, and if they would like the Dean of Students Office to conduct the internal Judicial Review Process.

When a report is received, all internal and external options will be reviewed with the student, including contacting the Chicago Police; getting medical treatment; contacting community sexual assault agencies; starting the Judicial Review Process; and connecting with DePaul University Counseling Services or off-campus counseling services. Detailed information on DePaul’s Judicial Review Process can be found under Judicial Review Process in the Code of Student Responsibility.

It should be noted that staff in the Office of Sexual Health & Violence Prevention and Dean of Students Office are compelled to comply with laws that require the reporting of certain sexual offenses occurring on or near campus to Public Safety. If the survivor does not wish to release their name, a "Jane/John Doe" report will be created about their case, thereby not revealing their identity. The survivor can at any time choose to add their name to the report if they decide to press charges at a later time. In certain cases, the University may be required to issue
Medical Treatment

A person who has experienced a sexual offense is encouraged to seek an appropriate medical evaluation as promptly as possible. Medical evaluation may include treatment of injuries endured during the event; treatment of STIs; and a full examination for the collection of physical evidence should a person later decide to pursue a criminal prosecution and/or civil action. Additional resources may be available at the time of treatment.

As per Illinois law, emergency room (ER) medical treatment for sexual abuse or assault is confidential and is of no cost to the survivor. If the survivor chooses to provide their health insurance information, the insurance carrier will be charged first and any overflow costs will be covered by the State in accordance with applicable laws. Please note that if the primary holder of the health insurance is someone other than the survivor the medical bills will be sent to that primary holder. Although the primary holder will not be required to pay the bills, they will see that the survivor was in the ER due to a sexual assault.

If a survivor chooses to seek treatment, they may call Public Safety to be taken to the ER. At the ER, the survivor may request a Sexual Assault Nurse Examiner (SANE) to conduct the examination. SANEs can provide the survivor with support to ease their experience at the hospital. The police will be contacted upon arrival at the hospital, but the survivor may decline to file a report.

Information, Support, and Counseling

Counseling is available for survivors whether or not a report is filed. Counseling provides a space for confidential disclosure, and is available both on and off campus 24 hours a day. Survivors may experience Rape Trauma Syndrome, with symptoms similar to those of Post Traumatic Stress Disorder. This condition may be serious and should be treated with respect and sensitivity. Sexual violence can affect all areas of a survivor's life and counseling can provide support to help navigate through issues that may arise.

*Please note that by dialing Public Safety at 773/325-7777 (Lincoln Park Campus) and 312/362-8400 (Loop Campus), you can access any University office listed below 24 hours a day, 7 days a week.

On-Campus Resources

University Counseling Services
2250 North Sheffield Avenue, 3rd Floor
(773) 325-7779

DePaul Center
1 East Jackson Boulevard, 1101

Office of Sexual Health & Violence Prevention
Student Center
2250 North Sheffield Avenue, Suite 307
(773) 325-7295

Public Safety
Centennial Hall
2345 North Sheffield Avenue, 304
(773) 325-7777

Lewis Center Lower Level 103,
25 East Jackson Blvd.
(312) 362-8400

Dean of Students Office
Student Center
2250 North Sheffield Avenue, 307
(773) 325-7290

DePaul Center
1 E. Jackson Boulevard, 11001
(312) 362-8066

Off-Campus Resources

YWCA - Sexual Assault Support Services
1-888-293-2080
Operating 24 hours a day, 7 days a week, the Rape Crisis Hotlines provide free numbers where survivors of
sexual assault and their significant others can call to receive confidential, immediate assistance.
http://www.ywca.org/site/pp.asp?c=euLRI7OZH&b=177298

Illinois Masonic Hospital
836 W Wellington Ave
Chicago, IL 60657
(773) 975-1600

Rape Victim Advocates
180 North Michigan Avenue, Suite 600
Chicago, IL 60604
(312) 443-9603
www.rapevictimadvocates.org

Porchlight Counseling
847/328-6531 (office)
(773) 730-7077 (helpline)

Porchlight provides unlimited free counseling to college students at offices throughout Chicago.

**Crime Victim's Compensation Law**

Under the Crime Victim's Compensation Law, a person who has been sexually abused or assaulted may be eligible for support services and medical reimbursement if the crime is reported within 7 days, or in some cases, even longer.

**Educational Programs**

1. The Office of Sexual Health & Violence Prevention provides rape awareness, education, and prevention programs and trainings each year to members of the university community, including students, staff, and faculty. Additionally, this office presents at Premiere and Transition DePaul.
2. The Student Affairs Division and the Public Safety Office coordinates and provides crime awareness programs aimed at incoming freshmen, transfer, and commuter students.
3. Self Defense classes are provided at the Ray Meyer Fitness Center for students, faculty, and staff. The classes provide participants with tools for their empowerment and safety.
4. Brochures about sexual violence and available resources are available through the Dean of Students Office, the Office of Sexual Health & Violence Prevention, the Department of Residential Education, the Women's Center, and the Public Safety Office.

**Theft, Misappropriation, Misrepresentation or Unauthorized Sale or Use**

Students are to refrain from the unauthorized occupancy, use, possession or removal from a designated area, of property belonging to the University, its community members (faculty, staff and students), guests or vendors. Services provided to or by members or guests of the University may not be used or obtained unless authorized in advance by the appropriate agent. This includes the misuse or unauthorized use of University telephones, computer services, electronic communications, facilities or funds. Also, students may not represent themselves as having the authority to enter into contracts or agreements that affect DePaul University in any way.

Only officers of DePaul, or their specific designees, are empowered to sign contracts that bind the University. Students are not to take any action (verbal, written, or behavior), based on known incorrect data, with direct intent to be hurtful or harmful to the University.
Unauthorized Entry or Exit from University Facilities

Forcible or unauthorized entry into any building, structure, facility, room or container (file cabinet, desk drawer, etc.) on the premises of University-owned or -controlled property is prohibited. Improper use of designated exits is also prohibited.

University Policies Applicable to Students

Students must abide by all University policies applicable to them as students. Students should make themselves aware of all University policies. The policies listed below are some of the policies that are most relevant to the day to day lives of students. This list is not intended to exempt students from all other University policies applicable to students.

Anti-Discrimination and Anti-Harrassment Policy and Procedures

The Anti-Discrimination and Anti-Harassment Policy provides the overall philosophy and specific approaches for addressing discrimination, harassment, and/or related retaliation issues. It serves to augment other university-wide policies and is in accordance with federal, state, and local laws and regulations. The Anti-Discrimination and Anti-Harassment Policy combines and replaces the predecessor Sexual Harassment Policy and the Anti-Discriminatory Harassment Policy. The Anti-Discrimination and Anti-Harassment Policy encompasses the University's Section 504 Grievance Procedures.

It is the policy of DePaul University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its educational settings. DePaul University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

Acceptable Use Policy/ Network Security

This Policy defines guidelines for acceptable use of computing resources within the University and explains various violations of acceptable use. This Policy is intended to promote a greater computer and network security posture for DePaul University.

For the entire policy please check the University Secretary's website.
Drug Free Workplace and Legal Drinking Age Compliance

Institutions receiving federal financial assistance are required to develop and distribute to faculty, staff, students, and others, a public statement certifying compliance with the Drug Free Workplace Act and the Drug Free Schools and Communities Act.

The State of Illinois prohibits the sale, use, or possession, of alcoholic beverages by persons who are under 21 years of age.

This policy states DePaul's commitment to maintain a drug free workplace and restrict the consumption of alcohol at university events, including classes, to persons 21 years or older.

For the entire policy please check the University Secretary's website.

Endorsements Policy

DePaul's reputation and stature make it an attractive partner for many organizations and entities, but some uses of DePaul's name by others may not always promote the purposes of the university. All members of the university and the institution as a whole benefit when its name is well used and suffer when it is ill used.

The university takes a legitimate interest in the use of its name and logos for at least three reasons:

- The university and its members have a responsibility to ensure that any implied association with the university is accurate.
- Attaching the DePaul name to an event, project or publication implies a close connection with the university, usually sponsorship or endorsement. For example, such forms as the "DePaul Project on..." or the "DePaul University Guide to..." should be used only when they refer to activities for which the university itself or one of its delegated authorities is accountable. Involvement by individual faculty, students or staff members is not, by itself, a sufficient basis to title an activity as "DePaul" sponsored. Rather the activity must be one for which the university takes institutional responsibility.
- The university and its members have a responsibility to ensure that the activities with which it is accurately associated maintain standards consistent with its educational purposes.

In academic endeavors under the supervision and control of university departments, centers, institutes, or programs, adherence to these standards is assured through the normal processes of review. In other activities, relevant standards of quality and appropriateness should be established and maintained. Even some projects that satisfy the standards of quality may not appropriately use the university name (for example, partisan political activities or outside ventures carried on by individual faculty, students or staff members; see Faculty Handbook).

The university and its members have a responsibility to protect its assets by seeking a fair share of the economic value that the use of the DePaul name produces.

"DePaul University" has become a widely known and respected trademark. The commercial fruits of this fortunate reputation are largely attributable to the contributions of many generations of faculty, students and staff. Therefore they should be allocated for the benefit of the university as a whole. Any use of the DePaul name that may depreciate its long-term value should be avoided.

In accord with these responsibilities, the following standards regulate the use of the DePaul name by schools, units and individuals within the university as well as their use by individuals and institutions outside the university, as authorized.

The use regulated by this policy refers to the identification, statement or display of DePaul's name in any way that may reasonably be interpreted as implying endorsement, approval or sponsorship by the university or one of its units. Nothing in this policy is intended to discourage fair use of DePaul's name to comment on activities of the university or any of its units.

For the entire policy please check the University Secretary's website.
HIV/AIDS Guidelines

DePaul University asserts that “the intrinsic values of the human person stand above other values. The personal rights and dignity of individuals are held to be inviolate.” In an effort to maintain these principles, guidelines have been established regarding the rights of students, faculty, and staff who are HIV infected or have AIDS. The DePaul University guidelines are available throughout the University at the libraries, college offices, Student Affairs Office and the University Counseling Center.

For the entire policy please check the University Secretary’s website.

Political Campaign Activities Policy

This policy provides guidelines for DePaul University and its faculty, staff and students about political activities. DePaul, as an organization exempt from tax under Section 501(c)3, may undertake no activity whatsoever on behalf of or in opposition to any candidate for public office, whether such office be federal, state or local.

This is an absolute prohibition. For the entire policy please check the University Secretary’s website.

Sales and Solicitation - Residence Halls

The use of any space in the residence halls/university apartment community for any commercial purpose except with the express written approval of the Department of Housing Services is prohibited. Solicitation by residents or any others without the explicit written approval of the Department of Housing Services is prohibited. The posting and/or distribution of any advertisement without stamped approval of the Residence Hall Council or the Department of Residential Education is prohibited.

For the entire policy please check the University Secretary’s website.

Smoking Policy

The purpose of this policy is to comply with the Clean Indoor Air Ordinance of the City of Chicago, which requires all employers to adopt a smoking policy, and to protect the health and safety of students, faculty, staff and the general public while on university property.

The university maintains a smoke-free environment. Smoking is prohibited within all university buildings.

For the entire policy please check the University Secretary’s website.
**Space Reservations**

This Policy establishes guidelines for reserving event space at DePaul University and associated rental costs.

For the entire policy please check the University Secretary’s website.

**Clery Act**

DePaul University complies with its reporting obligations pursuant to the Clery Act. Any information regarding Clery Act reports and reporting can be obtained at Public Safety.

**Emergency Contacts**

In an emergency situation, the University reserves the right to contact a student's parent, legal guardian, spouse, and/or other designated emergency contact.

**Drug Free Schools and Community Act**

DePaul University complies with the requirements of the Drug Free Schools and Communities Act. The University shall review its compliance on a biennial basis to determine its effectiveness and to ensure that the standards of conduct and judicial sanctions have been consistently enforced. This review shall be documented in a report.

Standards of Conduct: The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on any premises owned or controlled by DePaul University. Under no circumstance will the University tolerate unlawful possession, use, distribution, sale or manufacture of controlled substances or the unlawful use of alcohol on campus or at University-sponsored activities.

Judicial Sanctions: Students who violate these Standards of Conduct will be subject to judicial action up to and including expulsion, in accordance with university policy, the Code of Student Responsibility, and the Judicial Review Process. A judicial sanction for violating this policy may include the completion of an appropriate rehabilitation program.

Programs for Students Requiring Assistance: Any DePaul student who has a drug or alcohol related problem may call upon the University for assistance. Anyone needing help should contact the Alcohol and Substance Abuse Prevention Specialist in the Dean of Students Office. This professional can provide a confidential referral to a drug or alcohol treatment program.
Health Risks: The use of drugs and alcohol can have a substantial and detrimental effect on health. These effects are often permanent and can lead to severe physical and psychological impairment, disability and premature death. Information on the effects of drugs and alcohol is available the Student Life Office, University Counseling Services, the Ray Meyer Fitness Center and Sage Medical/DePaul Health Services.

Legal Sanctions: Use of illicit drugs by any person is illegal under both the state and federal statutes. Use of alcohol by persons under 21 years of age is illegal under state law. Penalties for conviction under state and federal law include incarceration and fines. Federal student loans and grants may be denied to those convicted for a violation of a criminal drug statute.

Students should also consult the Alcohol policy and the Drug Free Workplace & Legal Drinking Age Compliance Policy. This policy can be found in the Undergraduate Student Handbook and on the University Secretary’s website.

Also review Drug Free Workplace and Legal Drinking Age Compliance.

Information Regarding Registered Sex Offenders

If you would like information regarding registered sex offenders enrolled or employed at DePaul University, please visit the Office of Public Safety.

Involuntary Withdrawal

DePaul University places the utmost priority on student welfare and community safety. When a student demonstrates conduct that violates DePaul’s Code of Student Responsibility or other DePaul policies, that conduct will be addressed through the appropriate disciplinary processes. This Policy is not intended to be disciplinary in nature. Rather, this Policy outlines the criteria and procedures for when and how a student may be involuntarily withdrawn from the University for demonstrating behavior that creates a direct threat to the safety or health of the student or others or that unreasonably disrupts the normal education processes and orderly operation of the University. There may be situations in which both this Policy and the Code of Student Responsibility and/or other DePaul policies are applicable.

Criteria

A student may be involuntarily withdrawn from DePaul if the University determines, in accordance with the procedures listed below, that the student:

(a) Demonstrates behavior that is unreasonably disruptive to the normal education processes and orderly operation of the University;

(b) Demonstrates behavior that endangers him/herself, or;

(c) Demonstrates behavior that endangers others or that creates a direct threat that the student may endanger others.

Determination

The involuntary withdrawal process begins when the Dean of Students receives a referral or other information regarding a student who appears to be demonstrating behavior consistent with one or more of the criteria listed above. If, after reviewing the information received, the Dean of Students determines that the student has demonstrated behavior consistent with one or more of the criteria for involuntary withdrawal from the University as stated above, the Dean of Students will inform the student of this determination. At the time of this communication, the Dean of Students will inform any student who is involuntarily withdrawn about the student's right to appeal the decision to the Associate Vice President for Student Advocacy & Community Affairs, and will
explain to the student the conditions for returning to the DePaul community (see below).

Prior to proceeding with the involuntarily withdrawal process, the Dean of Students will always encourage the student to voluntarily withdraw.

**Appeal**

A student may appeal the Dean of Students' determination regarding involuntary withdrawal (or the designated conditions for readmission following an involuntary withdrawal) to the Associate Vice President for Student Advocacy & Community Affairs. A student has five (5) business days to request this appeal. Within five (5) business days of being received by the University, the Associate Vice President for Student Advocacy & Community Affairs shall review all the available information (i.e.—all of the information made available to the Dean of Students and any additional information subsequently made available by the student), and shall, if deemed necessary by the Associate Vice President for Student Advocacy & Community Affairs, have the opportunity to ask the student additional questions.

After reviewing all the available information described above, the Associate Vice President for Student Advocacy & Community Affairs shall assess whether the student has or has not met the criteria for involuntary withdrawal from the University as stated above. The decision of the Associate Vice President for Student Advocacy & Community Affairs will promptly be communicated to the student in writing. This decision is final.

**Interim Suspension Pending Appeal**

A student who demonstrates behavior that creates an immediate direct threat to him/herself or others, or who demonstrates behavior that is immediately and significantly disruptive to the normal education processes and orderly operation of the University, may be suspended from the University on an interim basis pending an appeal.

All decisions regarding interim suspensions pending appeals will be made by the Dean of Students in consultation with the Associate Vice President for Student Advocacy & Community Affairs.

**Effect of Involuntary Withdrawal**

Students who have been involuntarily withdrawn from the University are generally not permitted to be on University premises or participate in University events. However, a student who has been involuntarily withdrawn or suspended on an interim basis pending an appeal may be on campus, with the permission of the Dean of Students or the Associate Vice President for Student Advocacy & Community Affairs, for the purposes of participating in the processes detailed in this Policy or as otherwise required and appropriate in the discretion of the Dean of Students or the Associate Vice President for Student Advocacy & Community Affairs.

Students are responsible for contacting appropriate University offices in order to ensure that their academic and financial affairs are in order (including any on-campus housing). All determinations as to the effect of an involuntary withdrawal in these areas will be made by the applicable offices in accordance with existing University policies.

**Returning to Campus—Conditions for Readmission**

A student who has satisfied the conditions for readmission outlined at the time of his or her involuntary withdrawal will be considered for readmission to the University.

Readmission conditions will be individually-tailored so as to be appropriate to each student but will always be premised on the notion that the student is no longer a direct threat to him/herself or others, and/or no longer demonstrates behavior that is disruptive to the normal educational processes and orderly operation of the University. Specific conditions for readmission might include:

(a) Appropriate documentation indicating that the student no longer demonstrates the behavior which led to the involuntary withdrawal;

(b) A treatment plan from a mental health professional or other appropriate care provider and/or verification from the provider that the student is complying with a treatment plan (or has been satisfactorily complying with a treatment plan for a designated length of time);

Students wishing to be readmitted must schedule a face-to-face meeting with the Dean of Students to discuss the student's compliance with, and appropriate documentation of, the designated conditions for readmission. All determinations as to whether the conditions for readmission have been satisfied will be made by the Dean of Students. These determinations are final.

Because conduct that gives rise to an involuntary withdrawal under this Policy might also result in sanctions in accordance with the Code of Student Responsibility, it is possible that a student who has met the designated conditions for readmission following an involuntary withdrawal might still not be eligible for re-enrollment at
DePaul due to judicial sanctions (similarly, it is possible that a student who has satisfied all judicial sanctions might still not be eligible for re-enrollment at DePaul because of an inability to meet the designated conditions for readmission in accordance with this Policy).

The Vice President for Student Affairs or his/her designee may make such reasonable exceptions to this Policy and these procedures as circumstances may require for the welfare of the institution and/or the involved student(s), provided that fundamental elements of fairness and due process are observed.

Speakers Guidelines

DePaul University encourages its recognized student organizations to sponsor guest speakers whose presentation will contribute to the role of the university as a forum for intellectual discussion, debate, investigation and/or artistic expression. Through this forum, speakers bring to the University an opportunity for students to hear and discuss opposing viewpoints on a wide range of issues. It should be understood that providing a forum in no way implies DePaul approval or endorsement of the views expressed by the sponsored speaker. A statement indicating that the presence of the speaker on campus does not imply that DePaul has approved or endorse the views expressed by the speaker must be included in all publications for and advertising about the event.

Student Organizations

The University supports and encourages student organizations in a variety of areas including scholarly, ethnic, honorary, University-sponsored, Greek and special interest. The University recognizes the value and contribution that student organizations make in a student's total college experience and education. DePaul's Recognition Policy and Procedures is a formal system used to maintain the quality and high standards of our current organizations. Recognition as a student organization accords certain rights and responsibilities. These rights and responsibilities are defined in the recognition policy along with the requirements for new student organization recognition, renewal of recognition status for current organizations and loss of recognition of current student organizations. It is each student organization's responsibility to become familiar with this policy as it applies to all organizations. This policy may be obtained from the Office of Student Life. University-sponsored organizations will have an advisor appointed by the University. All other organizations will select their own faculty or staff advisor with the approval of the Office of Student Life. Any off-campus action of any recognized student organization is the sole responsibility of the student organization and its officers. In compliance with the reporting requirements of the Clery Act and Campus Security Act, an officer of the organization must file a report of any off-campus crimes (as defined by the act) with the Dean of Students Office within 24 hours of said offense.

Student Organizations are expected to adhere to all applicable institutional regulations. The University reserves the right to determine the appropriate time, place, content, and manner for conducting activities, and posting and distribution of materials on any of its campuses. Consequently, the University may deny or restrict the activities of student organizations. Student organizations are expected to exercise good judgment in planning and promoting their activities. Failure to do so may result in judicial action being initiated against the organization; consequently, policies, procedures and sanctions set forth within the Student Code of Conduct apply to student organizations collectively as well as to individual students. The Office of Student Involvement will work in conjunction with the Dean of Students Office in any judicial action.
Student Rights Within the Judicial Review Process

A student participating in the Judicial Review Process is entitled to the following rights as a guarantee of fundamental fairness:

1. An opportunity for a hearing in order to answer charges of alleged misconduct.
2. A written statement of the alleged violations in sufficient enough detail to enable the referred student to prepare a defense.
3. The right to be accompanied by an Advisor. (See Explanation of Important Aspects of the Judicial Review Process—Advisors.)
4. For the referred student, a written statement of the possible sanctions that may be imposed.
5. The right to submit Witnesses on one's behalf and, to the extent necessary, to question Witnesses’ statements, whether verbally or in writing. (See Explanation of Important Aspects of the Judicial Review Process—Witnesses.)
6. The right to have the Judicial Review Process explained and to ask for clarification of any policies or procedures.
7. The right to have reasonable access to information specific to one's case.
8. The right to a separate hearing when a single incident gives rise to charges against more than one student.
9. The right to speak on one's own behalf.
10. The right to disqualify a member of any Judicial Board for justifiable reason.
11. The right to have proceedings and documentation kept confidential. All hearings, proceedings and case information are considered confidential except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.
12. The right to request an appeal on specific grounds.

University Rights Within the Judicial Process

The University reserves the right to:

1. Refer any case involving a violation of criminal or civil law to the proper law enforcement agency.
2. Pursue judicial action against a student on behalf of the University based on reliable information from a member of the DePaul community indicating that a violation of the Code of Student Responsibility or other DePaul policy has taken place.
3. Exercise jurisdiction for an offense committed on-campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:
   1. the victim of such offense is a member of the campus community (student, staff, faculty); or
   2. the offense occurred at a college-sponsored or sanctioned event; or
   3. the student used his or her status as a member of the University community to assist in the commission of the offense (for example, using a student ID card to pass a bad check); or
   4. the offense affects the University.
   (See Explanation of Important Aspects of the Judicial Review Process—Jurisdiction.)
4. Suspend or otherwise sanction a student on an interim basis in accordance with the procedures described below.
5. Share the outcomes of the judicial review process with those members of the University community who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.
Mediation

Every attempt should be made to resolve conflicts without formal judicial action. This informal resolution can hopefully be accomplished by students critically examining their behaviors and making the adjustments necessary to become a positive influence in the University community. To assist in the informal resolution of conflicts, a formal Mediation Services program exists through the Dean of Students Office designed to allow students to resolve conflicts with the assistance of a neutral third party. Mediation may be an alternative available for students seeking to resolve conflicts yet does not replace the Judicial Review Process. The University reserves the right to refer a case to Mediation Services. Mediation is not available for situations involving a possible violation of the Sexual Offense policy.

Other University Processes Including Residential Education

In general, the Dean of Students Office is responsible for managing the Judicial Review Process. However, other University departments may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures, and in consultation with the Dean of Students Office and Student Affairs when appropriate. Examples of other areas that may initiate investigations, manage hearing processes, or impose sanctions in accordance with other University policies and procedures include Internal Audit, the Office of Institutional Diversity, and the AVP for Student Advocacy and Community Relations for violations of University discrimination and harassment policies in which a student is the respondent.

Students should be particularly aware that Residential Education maintains a separate judicial system for violations of Residential Education policies and, as appropriate, violations of other policies that occur in DePaul housing. Students should consult Residence Education for information regarding those policies and procedures, including information on how to file a complaint with Residential Education.

Judicial Records

Records of judicial cases that result in sanctions under this Judicial Hearing Process shall be kept in a referred student’s judicial file located in the Dean of Students Office. Student judicial records are destroyed five years after graduation or a student’s last date of attendance. Students who are suspended or dismissed from the University will have a notation placed permanently on their transcripts. The University will not release judicial records except to those who have a legitimate educational interest in them, or as permitted or required under FERPA, the Clery Act, or any other legal mandate.

General Information about the Judicial Review Process

Initiating a Complaint: A judicial action may be initiated by any member of the DePaul community (student, faculty, or staff) who feels that he/she has been adversely affected by a student's actions in violation of the Code of Student Responsibility or other policy, or who has reasonable cause to believe that a student has violated the Code of Student Responsibility or other policy.
Relationship Between the Judicial Review Process & Legal Proceedings: A student may be subject to the Judicial Review Process in addition to any civil or criminal proceedings. The University, in its sole discretion, will make the decision whether or not to delay the Judicial Review Process until the conclusion of any civil or criminal action associated with a complaint. If a referred student chooses not to participate in the Judicial Review Process because of a pending legal action, the hearing officer may render a decision based solely on the written documentation and/or the complainant's testimony available at the time without the benefit of information from the referred student.

The Judicial Review Process is designed to be educational, not legal, in nature. Rules of evidence and discovery do not apply to the Judicial Review Process. Students should not draw parallel interpretations between the Code of Student Responsibility or other DePaul policies and criminal or civil law. The outcome of a legal proceeding is not determinative on the Judicial Review Process.

Delivery of Written Notices: All written notices regarding judicial actions will be delivered personally or via the postal service or email. It is a student's responsibility to ensure that his/her information (including address, phone number and email) is current in Campus Connect.

Initial Review: Upon a written complaint that an alleged violation has occurred, the Dean of Students Office or other designated office shall conduct an initial review.

At the time of the initial review, the student will be given the following:

- A written statement of the alleged violations in sufficient enough detail to enable the student to prepare a defense.
- Reasonable access to information specific to one's case.
- An explanation of, and opportunity to ask questions about the Judicial Review Process, including (a) an explanation of the two hearing possibilities (Administrative Hearing and Judicial Board Hearing) and the University's determination as to which type of hearing will be conducted; (b) an explanation of "Important Aspects of the Judicial Review Process;" (c) an explanation of possible sanctions; and (d) an explanation of appeal procedures.
- Instructions on how to schedule the appropriate hearing.
- Information regarding any interim sanctions, if applicable.

The initial review will include a determination as to whether the University has jurisdiction over the violation. (See Explanation of Important Aspects of the Judicial Review Process—Jurisdiction.) This initial review could consist of requesting additional information from the complainant or referred student, or otherwise collecting additional information. This initial review is intended only to provide information pertinent to the incident under review and is not designed to result in a binding decision. The designated reviewer will take reasonable measures to ensure that the initial review is completed within 5 business days of the date of written complaint that a violation has occurred. However, the University reserves the right to extend this time limit, in its sole discretion, in order to ensure a proper initial review of all relevant material.

If the referred student acknowledges that a violation, or the conduct giving rise to a violation, has occurred at any time during the initial review, the process may immediately move to the sanction process. These sanctions may be appealed in accordance with the procedures detailed in the Judicial Appeals Procedures.

Initiating a Hearing: If, after the initial review, the designated reviewer determines that there is not reasonable cause to believe that the allegation has occurred, the review shall promptly cease and no record of the complaint shall be retained in the student's judicial file.

If, after the initial review, the designated reviewer determines that there is reasonable cause to believe that a violation of policy has occurred, the Judicial Review Process will move forward.

Interim Sanctions: In order to protect the health, safety, security and well-being of the University community and its members, the University reserves the right to immediately impose interim sanctions upon a student when it determines, in its sole discretion, that the continued presence of the referred student does any of the following:

1. constitutes a threat to the safety or well-being of the referred student, any other member of the University community, or any invited guest;
2. risks destruction of property; or
3. risks disruption of classroom or other campus activities.

A final determination of the charges against any student suspended or otherwise sanctioned on an interim basis shall be made through appropriate hearing procedures within 10 business days of such suspension. During this time the referred student shall forfeit those rights and privileges as the University deems appropriate. Should it be found that the student did not commit the act(s), the interim sanction shall be revoked.

Prior Record of Sanctions: Because a student's prior record of conduct will be used as a basis for more...
stringent judicial action, previous sanctioned violations in the student’s judicial file may be considered before assigning any judicial sanction(s). Any previously imposed sanctions may provide additional justification that more strict action is necessary to ensure that the student understands the full impact his/her pattern of behavior is having on the DePaul community.

**Failure to Participate:** Failure of a student to agree to, appear at, or participate in a hearing, or to otherwise disrupt the normal hearing process, may in itself constitute a violation. The University reserves the right to pursue this additional violation in the same or a separate hearing. If a referred student chooses not to have the hearing process explained, chooses not to participate in the hearing process, or otherwise fails to appear at a hearing, the hearing officer may render a decision and if appropriate, impose sanctions based solely on the information available at the time without the benefit of information from the referred student. These sanctions may be appealed in accordance with the procedures detailed in Judicial Appeals Procedures.

**Standard for Hearing Determinations:** The standard of "whether it is more likely than not that the alleged violation(s) has/have occurred" will be the basis for conducting any hearing and imposing any sanctions.

**Administrative Hearing Process**

If the University determines that an Administrative Hearing is appropriate, the first session of the Administrative Hearings will generally take place within five class of when a referred student is first notified of the judicial charge. A mutually convenient time for the Administrative Hearing will be decided upon. If necessary, an Administrative Hearing may take place over the telephone.

The actual Administrative Hearing will proceed as follows:

1. The incident report(s) will be reviewed by the Administrative Hearing officer.
2. The Administrative Hearing officer and student will discuss the alleged violation(s) that occurred.
3. The student will have an opportunity to give a statement about the incident, including an admission or denial of the alleged violations.
4. The student will submit Witness names to give statements and be questioned by the Administrative Hearing officer. (See Explanation of Important Aspects of the Judicial Review Process—Witnesses.)
5. The Administrative Hearing officer will review any relevant information and discuss the incident with the student.
6. After the Administrative Hearing officer has examined all of the evidence and heard from all of the approved Witnesses, the Administrative Hearing officer will determine that the student is or is not in violation of the Code expectation or other policy outlined.
7. If the Administrative Hearing officer finds the student in violation, he/she will determine the appropriate sanctions. Any sanctions imposed become effective immediately unless otherwise stipulated. Sanctions imposed by an Administrative Hearing officer may be appealed in accordance with the procedures detailed in the Judicial Appeals Procedures. Students will be informed of these Judicial Appeals Procedures, including to whom a request for an appeal should be directed, at the conclusion of the Administrative Hearing. The University will take reasonable steps to notify the complainant and referred student of the outcome and sanctions in writing within five business days of the last session of an Administrative Hearing, and will place all appropriate information in the referred student’s judicial file.

The Administrative Hearing officer will hold as many meetings as necessary to ensure a fair disposition of the case. If a referred student fails to attend an Administrative Hearing or otherwise participate in the process, the Administrative Hearing officer may decide the case based on the information available at the time. Any imposed sanctions will be effective immediately unless otherwise stipulated.
Judicial Board Hearing Process

If the University determines that a Judicial Board Hearing is appropriate, the Moderator (See Explanation of Important Aspects of the Judicial Review Process—Moderators.) will take reasonable steps to ensure that the referred student is notified of the following within 5 days:

1. The nature of the alleged violation(s) made against the student.
2. The names of all individuals in the Judicial Board pool, including a statement forbidding contact on this matter between the student and these individuals.
3. A copy of the Judicial Board Hearing procedures.
4. The time, date and location of the Judicial Board Hearing.

The referred student has the right to show cause to the Moderator as to why any member of the Judicial Board pool should be removed because of possible prejudice. If a student wishes to have a member of the Judicial Board pool removed, the student must notify the Moderator in writing at least 48 hours prior to the first scheduled Judicial Board Hearing. Any member of the Judicial Board pool has an obligation to disqualify himself/herself if he/she has any personal interest in the case.

The Moderator will set a date by which all materials for the judicial hearing will be sent to the Judicial Board. Materials turned into the Moderator after that date will be sent to the Judicial Board if feasible.

Reasonable efforts will be made to have the first session of the Judicial Board Hearing within 7 business days after the referred student has been notified of the above.

At the discretion of the Judicial Board, more than one hearing session may be necessary before a final determination is made.

The actual Judicial Board Hearing will proceed as follows:

1. The Chairperson convenes and presides over the Judicial Board Hearing only if the appropriate quorum is present. (See Explanation of Important Aspects of the Judicial Review Process—Judicial Boards.) The Chairperson is also charged with maintaining orderly discussion throughout the Judicial Board Hearing, generally limiting testimony per session to a maximum of three hours and ensuring that there is equal time for both the complainant and the referred student to present their evidence.
2. The Chairperson acknowledges the Advisors. (See Explanation of Important Aspects of the Judicial Review Process—Advisors.)
3. The Chairperson confirms that the referred student understands his/her rights.
4. The Chairperson reads into the record the University's opening statement and all statements of alleged violation(s).
5. The Chairperson or Moderator will ensure that the referred student(s) and complainant(s) have copies of all incident reports.
6. The complainant makes a statement or, in cases where the University is bringing the action, a University representative will present the University's case.
7. The referred student makes an opening statement, including an admission or denial of the charges.
8. Witnesses and/or evidence are presented. Witnesses will be presented one at a time. A Witness can only be present at the Judicial Board Hearing during his/her own testimony. (See Explanation of Important Aspects of the Judicial Review Process—Witnesses.)
9. Members of the Judicial Board, the Moderator, the referred student and the complainant may cross-examine any Witness who is present. All questions must be directed to the Chairperson. The Chairperson may rule any question out of order.
10. Written testimony from Witnesses unable to be at the Judicial Board Hearing may be accepted but its validity will be ruled on by the Chairperson. (See Explanation of Important Aspects of the Judicial Review Process—Witnesses.)
11. The Judicial Board may recall any Witness it wishes to question further.
12. Members of the Judicial Board may ask questions to the complainant and the referred student. At this time the complainant and the referred student may also question each other. All questions must be directed to the Chairperson. The Chairperson may rule any question out of order.
13. After all Witnesses, evidence, and testimony have been presented, the Chairperson will ask each side if there is any additional information pertaining to the case that has not been heard or submitted in writing.
14. Closing statements of no longer than five minutes may be made by the referred student and complainant.
15. At this point, all are dismissed except for the Chairperson, Judicial Board members and the Moderator. The Judicial Board determines if the student is or is not in violation of the Code expectation or other policy outlined.
16. If the referred student is to be found in violation, the Judicial Board shall determine the appropriate sanction(s). A simple majority vote by the board members will determine all outcomes. All decisions will be reviewed with the Moderator, who will share with the Judicial Board a referred student's prior record of sanctions as appropriate.
17. When deliberations have been completed, the Chairperson invites the referred student back into the room and announces the Judicial Board's decision. Any sanctions imposed become effective immediately unless otherwise stipulated. Sanctions imposed by the Judicial Board may be appealed in accordance with the procedures detailed in the Judicial Appeals Procedures. Students will be informed of these Judicial Appeals Procedures, including to whom a request for an appeal should be directed, at the conclusion of the Judicial Board Hearing. The University will take reasonable steps to notify the complainant and referred student of the outcome and sanctions in writing within five business days of the last Judicial Board Hearing, and will place all appropriate information in the referred student's judicial file.

If a referred student fails to attend the scheduled Judicial Board Hearing or otherwise participate in the process, the Judicial Board may decide the case based on the information available to it at the time. Any imposed sanctions will be effective immediately unless otherwise stipulated.

Judicial Sanctions

The Judicial Review Process is an educational one by which the University strives to instill in its students an understanding that they are responsible for their actions. When a student fails to uphold the responsibilities outlined in the Code of Student Responsibility or other policies, the University has an obligation to help him/her come to a deeper understanding of how his/her behavior impacts the campus environment.

There are several reasons for imposing judicial sanctions:

1. To redirect a student's or organization's behavior toward a standard more acceptable for members of the University community;
2. To protect the University community from possible harm or injury;
3. To require restitution for University property that is lost, stolen or damaged; and
4. To give support for financial redress to a victim for loss, harm or destruction of his/her personal property.

If, after an Administrative Hearing or Judicial Board Hearing has taken place, there is sufficient evidence that a violation has occurred, the hearing officer(s) may impose the appropriate sanction(s).

All imposed sanctions shall become effective immediately at the completion of the hearing unless otherwise stipulated.

Sanctions may be appealed in accordance with the procedures detailed in Judicial Appeals Procedures.

The following is a list of sanctions that the University may impose on a student, group of students or student organization:

1. Judicial Reprimand: A judicial reprimand does not necessarily restrict the student in any way but does signify that any further violation may result in additional judicial sanctions. A written record of the reprimand will be placed in the student's judicial file.
2. University Censure: University Censure indicates to the student that further violations will result in more serious consequences. University censure usually is given for a specified period of time not to exceed one year. This level of sanction may include restriction of activities and/or ineligibility to receive financial assistance from a University source.
3. No Contact Restriction – A no contact restriction denotes that the student is prohibited from having any contact with a particular person or persons. This contact includes but is not limited to: in person, email, text message, instant message, the internet, phone, or through other people. This contact may include any university gatherings on or off campus.
4. Judicial Probation: Judicial probation is a written statement to the student indicating that the student's behavior is of such a nature as to jeopardize continued enrollment at the University. Judicial probation can be for a specified period of time or for as long as the student is enrolled. Any behavioral infraction during the probationary period may cause the student to be removed from the University.
5. Suspension: A suspended student must carry out a total and immediate separation from the University for a required period of time and/or until particular conditions for readmission are met. Suspension may include various prohibitions regarding a student's ability to be on University property or participate in University activities. A sanction of suspension shall be permanently noted on a student's transcript, regardless of whether or not the student is successfully readmitted. At the end of the suspension period and/or once the student can demonstrate that the conditions for readmission have been met, the student may be required to meet with the Dean of Students or other designee before being readmitted to the University.
6. Dismissal: Dismissal constitutes a permanent and immediate separation from the University. The imposition of this sanction shall be permanently noted on the student's transcript and is a permanent bar to his or her readmission to DePaul University. Dismissal may include various prohibitions regarding a student's ability to be on University property or participate in University activities.

Any of the above sanctions may be combined with one or more of the following actions in order to more fully address all issues involved in a judicial case:

1. Restitution or Assessment: A student who damages University property may be required to pay actual repair or replacement costs. Failure to pay may result in withholding of the student’s records and/or additional judicial sanctions.
2. Educational Projects: An educational project designed to assist the student in better understanding the overall impact of his/her behavioral infraction(s) may be imposed. Such assigned projects might include research papers, the creation of educational materials, or the planning and/or presentation of educational programs related to the policy infraction. Assigned projects may not include physical labor unless they are directly related to the violations(s) and do not cause humiliation or degradation to the student.
3. Restriction: Restrictions upon a student’s University privileges may be imposed for a set period of time. These restrictions may include, but are not limited to, denial of the right to represent the University in any way, access to facilities or individuals, parking privileges, and/or participation in co-curricular activities.

The sanctions of Residence Hall Probation and Removal from the Residence Halls may also be imposed through the Judicial Review Process on students who live in DePaul housing. Additionally, because Residential Education maintains a separate judicial system for violations of Residential Education policies and, as appropriate, violations of other policies that occur in DePaul housing, students should consult Residence Education for information as to when a student can be placed on probation in, or be removed, from DePaul housing.

Students who are removed from DePaul housing will be subject to all of the policies and procedures set forth by Residential Education and Housing Services. Students should consult these departments for more information.

Judicial Appeal Procedures

Both complainants who are students and referred students have the right to request an appeal on specified grounds. The reason for an appeal is to guarantee that the situation has been resolved through a fundamentally fair hearing in accord with established policies and procedures.

A referred student may only request to appeal the determination or sanction on the following three grounds:

1. A substantial procedural error occurred that unreasonably impaired the ability to achieve a fair process or final decision and made the process or the final decision fundamentally unfair;
2. New evidence of substantive nature, impossible for the hearing officer to have heard at the time of the hearing, has been discovered and it would be fundamentally unfair for the officer to not consider the evidence; or
3. The initial sanction(s) are fundamentally unfair or inappropriate.

A complainant who is a student may only request to appeal the determination or sanction on the following two grounds:

1. A substantial procedural error occurred that unreasonably impaired the ability to achieve a fair process or final decision and made the process or the final decision fundamentally unfair; or
2. New evidence of substantive nature, impossible for the hearing officer to have heard at the time of the hearing, has been discovered and it would be fundamentally unfair for the officer to not consider the evidence.

In order to request an appeal, the student must submit a written request for appeal to the designated office within five business days of being notified of the initial decision. Students will be notified at the conclusion of a hearing who is the designated University representative to submit their request for an appeal. Typically, requests for appeals from Judicial Board Hearings should be submitted to the Dean of Students, while requests for appeals from Administrative Hearings should be submitted to the supervisor of the Administrative Hearing Officer (for example, if the Dean of Students served as the Administrative Hearing officer then the request for an appeal would be directed to the Associate Vice President for Student Advocacy and Community Relations; if the Associate Vice President for Student Advocacy and Community Relations served as the Administrative Hearing officer then the request for an appeal would be directed to the Vice President for Student Affairs). The individual designated to review the appeal request may decide that the sanctions imposed should be suspended pending
the outcome of the appeal. Students should understand, however, that, unless otherwise stipulated, sanctions are considered in effect once a hearing is completed, regardless of whether an appeal is requested.

The individual designated to review the student's request for an appeal will review the request for an appeal and make a determination that:

1. The request for an appeal is denied because none of the grounds for an appeal above have been met; or
2. The request for an appeal is granted because one or more of the grounds for an appeal have been met.

The student will be notified of this decision within five business days of when the University receives the request for an appeal.

If a request for an appeal is granted, then the individual designated to review the student's request for an appeal will determine whether the matter can be resolved without a new hearing (for example, modification of sanctions so that they are not fundamentally unfair or inappropriate) or whether new hearing is necessary. If a new hearing is necessary, the University will determine whether this hearing will be an Administrative Hearing or a Judicial Board Hearing. All hearings that take place after an appeal has been granted will proceed in accordance with established procedures for Administrative Hearings and Judicial Board Hearings.

All decisions regarding whether an appeal request will be granted are final. If the request for an appeal is denied, then all sanctions imposed will remain in effect.

Explanation of Important Aspects of the Judicial Review Process

Advisors

It is a student’s right to bring one Advisor to an Administrative Hearing, a Judicial Board Hearing, or any other meeting included within this Judicial Review Process. This right applies to referred student(s), complaint(s) and witnesses. An Advisor must be a current member of the DePaul community (faculty, staff, or student). However, an Advisor cannot be a student who is involved in the same judicial matter being reviewed. All Advisors must be approved in advance of a scheduled meeting or hearing by the Moderator, Administrative Hearing Officer, or other University designee.

The role of the Advisor is to act as a support person for the student by conferring quietly with the student. The Advisor is not to directly address the members of the Judicial Board, an Administrative Hearing officer, or anyone else present at a meeting or hearing.

Hearings

There are two types of judicial hearings:

1. Administrative Hearing: An Administrative Hearing is a hearing in which the hearing officer is a University designee, such as the Dean of Students or another Student Affairs professional. The procedures for an Administrative Hearing are set forth above in the "Administrative Hearing Process" section. There is no Moderator for an Administrative Hearing.
2. Judicial Board Hearing: A Judicial Board Hearing is a hearing in which the hearing officers are selected from the Judicial Board pool of members. The procedures for a Judicial Board Hearing are set forth above in the "Judicial Hearing Process" section. The Judicial Board Hearing process is managed by a Moderator.

The University will make the determination as to which type of hearing is appropriate in a particular situation.

Judicial Boards

The members of the Judicial Board pool are:

1. Six current students with at least sophomore status nominated by the Student Government Association.
2. Six faculty members nominated by the Faculty Council.
3. Six staff members nominated by the Staff Council.
Three members (one from each constituency) will comprise the panel for a Judicial Board Hearing. This panel shall be chosen by the Moderator prior to the Judicial Board Hearing. The Chairperson shall be decided upon at the time of the Judicial Board Hearing.

Student Affairs is responsible for training the pool of Judicial Board members.

Students should consult Residential Education for information about judicial boards in the Residential Education judicial process.

**Jurisdiction**

The University may exercise jurisdiction (i.e.—initiate this Judicial Review Process) for all offenses committed on campus. Additionally, the University may exercise jurisdiction for an offense committed off-campus (including on-line communities) when:

1. The victim of such an offense is a member of the campus community (student, faculty, or staff); or
2. The offense occurred at a college-sponsored or sanctioned event; or
3. The referred student used his or her status as a member of the University community to assist in the commission of the offense (for example, using a student ID card to pass a bad check); or
4. The offense affects the University.

**Moderators**

All Judicial Board Hearings will be assigned a Moderator. The Moderator may be the Dean of Students or another University designee (for example, other staff in the Dean of Students Office, or other Student Affairs professionals). The Moderator is responsible for managing the Judicial Board Hearing process, including assisting with scheduling and selecting members from the Judicial Board pool to participate in a hearing. The Moderator will be present at the Judicial Board Hearing. The Moderator has no voting role in the outcome of any Judicial Board Hearing, but all determinations by a Judicial Board as to whether a violation has occurred or regarding sanctions must be reviewed with the Moderator.

There is no Moderator for an Administrative Hearing.

**Witnesses**

Students involved on either side of a judicial case, as complainants or referred students, may submit Witnesses for an Administrative Hearing or a Judicial Board Hearing to support their statements. All Witnesses must be approved in advance by the University, and the University reserves the right to disallow any Witness. All Witnesses must generally be current members of the DePaul community (faculty, staff or students), except as otherwise approved by the University. Witness intended to present information that does not directly bear upon the circumstances of the case or duplicates all or part of testimony already presented may not be allowed. Appearance of Witnesses at the appropriate time, date and location of any hearing is the responsibility of the involved students. In some cases, the University will approve the use of written statements from Witnesses who are not available to appear at a hearing.

Witnesses will be presented one at a time. A Witness can only be present at a hearing during his/her own testimony.

The University recognizes it cannot compel any student to present him/herself as a Witness against his/her will. However, all students are encouraged to comply with the Judicial Review Process. Witnesses will be informed that giving false information may result in judicial action.